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ABSTRACT

This extensive kit provides guidance materials for use with middle school students. The first five sections of the kit include structural and programmatic component descriptions; directions on implementing the Missouri Comprehensive Guidance Program Model; discussion on involving administrators and teachers; and information on evaluating the Comprehensive Guidance Program. Lesson plans are for grades six through nine. The lesson plans are in the appendix which makes up the bulk of the document. The focus is on these areas: career planning; knowledge of self and others; and educational and vocational development. Each of these lesson plans provides the following types of information: (1) area of focus; (2) competency to which the plan relates; (3) category of plan; (4) time required, group size, grade level, and materials; (5) an introduction to the purpose of the lesson; (6) the procedure; and (7) observation notes. Handouts supplementing the lesson plans are included. The last section of the appendix presents a list of guidance competencies and academic learner outcomes. The guidance competencies are listed on the left side of each page. Identified, related academic learner outcomes, expressed as key skills/core competencies, appear directly across on the right side of the page. (ABL)

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[Middle School (6-9) Guidance Kit]

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MISSOURI

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COMPREHENSIVE GUIDANCE

a model for program development, implementation, and evaluation

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MISSOURI

COMPREHENSIVE

GUIDANCE

A MODEL FOR PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION

Revised 1991

MISSOURI COMPREHENSIVE GUIDANCE:
A Model for Program Development and Implementation

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SECTION I

INTRODUCTION

SECTION I

INTRODUCTION

"Missouri Guidance, Counseling and Placement: A Vital Link to Excellence in Education."

Excellence in Education is a major theme in Missouri education. It calls for a strong and enduring commitment to our public school system and the development of a tangible, concise plan to bring about reform. There is a general belief that our public schools are at a critical point and that some priorities must change if our schools are to provide the education that will enable youth to fully function in society. Comprehensive guidance programs are vital if excellence in education is to be achieved.

Because of the need to refocus guidance activities and develop guidance within a **"programmatic framework,"** the Missouri Department of Elementary and Secondary Education began to field test a proposed model for guidance in selected school districts during the 1984-85 school year. In 1986-87 twenty-five additional school districts were involved in implementing and refining the program.

The model for program development, implementation, and evaluation that follows is based on results obtained from the pilot school districts. **While it is a State Model, local districts have the flexibility to modify the model to meet local needs.**

Throughout the field testing process, numerous task forces comprised of approximately 125 elementary, middle school, high school counselors, building-level administrators, district superintendents and central office staff provided direction concerning the content, structure and implementation procedures for the model.

Purpose

The primary purpose of the Missouri Comprehensive Guidance Program Model is to help districts plan, develop, implement, and evaluate comprehensive and systematic guidance programs in kindergarten through grade twelve.

Rationale

The Missouri Comprehensive Guidance Program Model when fully implemented will provide:

1. **a guidance program that reaches 100% of the student population.**
2. **a programmatic approach to guidance.**
3. **accountability for guidance programs, as required by the Missouri School Improvement Program.**
4. **counselors who devote full time to the program through the elimination of non-guidance tasks.**
5. **for the identification and achievement of student competencies through the guidance program.**

Benefits of the Model Guidance Program

Benefits for Students:

1. Promotes knowledge and assistance in career exploration and development
2. Develops decision-making skills
3. Increases knowledge of self and others
4. Broadens knowledge of our changing world
5. Increases opportunities for counselor-student interaction
6. Develops a system for students' long-range planning

Benefits for Parents:

1. Provides support for parents regarding each child's educational development
2. Increases opportunities for parent/counselor interaction
3. Enables parents to obtain resources when needed
4. Assures parents that all children will receive services from the guidance program

Benefits for Teachers:

1. Encourages positive, supportive working relationships
2. Provides a team effort to address "Key Skills and Core Competencies"
3. Defines the role of the counselor as an educator

Benefits for Administrators:

1. Provides program structure with specific content
2. Provides a means of evaluating the guidance program (accountability)
3. Enhances the image of the guidance program in the community

Benefits for Local Boards of Education:

1. Provides a rationale for including a comprehensive guidance program in the school system
2. Provides program information to district patrons
3. Provides a basis for determining funding allocations
4. Provides ongoing data relative to the attainment of student competencies through the guidance program

Benefits for Business, Industry and Labor

1. Provides increased opportunity for collaboration among counselors and business, industry, and labor
2. Enhances the role of the counselor as a resource person
3. Increases opportunities for business, industry and labor to participate actively in the total school program
4. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity

Benefits for Guidance Personnel:

1. Provides a clearly defined role and function
2. Reduces or strives to eliminate non-guidance functions
3. Offers the opportunity to reach a large majority of students
4. Provides a tool for program management
5. Outlines clearly defined responsibilities for specific student competencies
6. **Addresses the guidance program standards and indicators in the Missouri School Improvement Program**

Model Guidance Program Definition

Guidance and Counseling is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The Guidance Program includes:

1. **Guidance Curriculum**
2. **Individual Planning**
3. **Responsive Service**
4. **System Support**

The program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

An informative video tape, "Missouri Comprehensive Guidance," is available through the Missouri Department of Elementary and Secondary Education.

SECTION II

STRUCTURAL AND PROGRAMMATIC COMPONENT DESCRIPTIONS

SECTION II
MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL:
Structural and Programmatic Components

The state model for comprehensive guidance programs has two major parts. These two parts contain the following ten components:

STRUCTURAL COMPONENTS

- Definition and Philosophy
- Facilities
- Advisory Council
- Resources
- Staffing Patterns
- Budget

PROGRAMMATIC COMPONENTS

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

STRUCTURAL COMPONENTS

Program Definition and Philosophy

The **definition** identifies the centrality of guidance within the education process and describes in broad outcome terms the competencies students will possess as a result of their involvement in the program. Local school districts are encouraged to develop their own definition of a comprehensive guidance program, based on the State's definition.

The **philosophy** identifies a belief system and establishes the broad goals of a program. The statement of philosophy is derived from the philosophy of the local school district and from the goals of the State of Missouri as expressed in the Missouri Comprehensive Guidance Program Model.

Guidance Program Facilities

To implement a comprehensive guidance program, it is recommended that a guidance center be established. The guidance center needs to be large enough to adequately house all of the program's personnel, resources, and equipment. The center should also be accessible to all students including those with handicaps. The minimum requirements for a guidance center are:

1. A well-organized and displayed collection of guidance resource materials and equipment
2. Private offices, properly equipped and soundproofed
3. Adequate space for individual, small and large-group use
4. Adequate storage space

Facilities that meet these minimum requirements will increase program effectiveness, adding strength to the comprehensive guidance program.

Advisory Council

An Advisory Council provides support, offers advice, reviews present activities and encourages new activities to meet the goals of the comprehensive guidance program. Advisory Councils may include school board members, school staff, parents, students and community leaders. It may be organized at the district or individual building level.

Its responsibilities may be assumed by or organized within an existing group such as:

1. School or district-wide advisory council
2. School or district-wide vocational advisory council
3. Guidance program advisory council
4. Combination of the above

Guidance Resources

For each of the programmatic components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support, appropriate guidance resources are required. These resources include 1) equipment and materials, 2) staff expertise, and 3) community resources.

Staffing Patterns

An organizational chart for district guidance personnel is recommended. It should include:

1. The identity of each counselor employed within the district and their case load compared to the state standards for counselor pupil ratio

2. Secretarial and clerical support personnel assigned to counselors

3. Counselor/Administrative relationships in the organizational chart

In buildings and districts with more than one counselor, a head counselor or director should be identified. This ensures that program planning, coordination, implementation, and evaluation takes place in a timely and effective manner. In order for these individuals to organize and manage the guidance program, consideration should be given to reducing their student caseload.

Budget

The guidance department budget should be established annually to insure that the program is developed, implemented and managed effectively. This budget is separate from the testing budget.

PROGRAMMATIC COMPONENTS

Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities kindergarten through grade twelve. The purpose of the guidance curriculum is to provide students at all levels with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. The curriculum is organized around three major areas: **Career Planning and Exploration, Knowledge of Self and Others, and Educational and Vocational Development.** Students competencies to be addressed in these areas are identified in part through the use of the *Missouri Comprehensive Student Needs Survey.*

While counselors' responsibilities include the organization and implementation of the Guidance Curriculum, the cooperation and support of the entire school district organization, (faculty, staff and school board) are necessary for its successful implementation. The Guidance Curriculum is delivered through such strategies as:

Classroom Activities: Counselors teach, team teach or assist in teaching guidance curriculum learning-activities or units in classrooms. They may be conducted in the classroom, guidance center, or other school facilities.

Group Activities: Counselors conduct groups outside the classroom to respond to students' identified interests or needs. Counselors plan and lead structured activities to develop skills and to increase the knowledge of students.

Examples of topics within this component may include the following:

- Self-Concept
- Conflict Resolution
- Personal Responsibility
- Peer Relationships
- Career Awareness
- Career Exploration
- Decision-Making Skills

- Substance-Abuse Programs
- Study Skills
- Planning School Programs
- Pre-Employment Skills
- Job Preparation
- Post High School Decision-Making

The outline shown on the following page will help counselors in planning and developing various activities within the Guidance Curriculum.

GUIDANCE CURRICULUM OUTLINE

I. Yearly Calendar for Major Activities

II. Guidance Curriculum Activities Outline (See page 12 for blank outline)*

  A. Curriculum Area

  B. Category

  C. Competency Statement

  D. Students Served

    1. Number of students
    2. Grade level
    3. Classroom setting (math, science, home economics, agriculture, etc.)

  E. Time Required

  F. Resources Needed

  G. Evaluation of Guidance Curriculum Activity

    1. Anticipataory Set
    2. Objectives and Purpose
    3. Instructional Input
    4. Modeling
    5. Checking for Understanding
    6. Guided Practice
    7. Independent Practice

  H. Observations

*Sample Activities follow

AREA:

CATEGORY:

COMPETENCY:
TIME:
GROUP SIZE: GRADE LEVEL:
MATERIALS:

INTRODUCTION:

PROCEDURE:

OBSERVATION NOTES:

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY:	I KNOW HOW TO EXPRESS THOSE THOUGHTS AND FEELINGS THAT ARE IMPORTANT TO ME.
TIME:	1 CLASS PERIOD
GROUP SIZE:	CLASS GRADE LEVEL: K-3
MATERIALS:	WORKSHEET, PENCILS, CRAYONS

"THINGS THAT BUG ME"

INTRODUCTION: The purpose of this activity is to stimulate class discussion on a variety of feelings and to encourage students to name different types of feelings. This leads to an awareness of how they may react when these feelings are present.

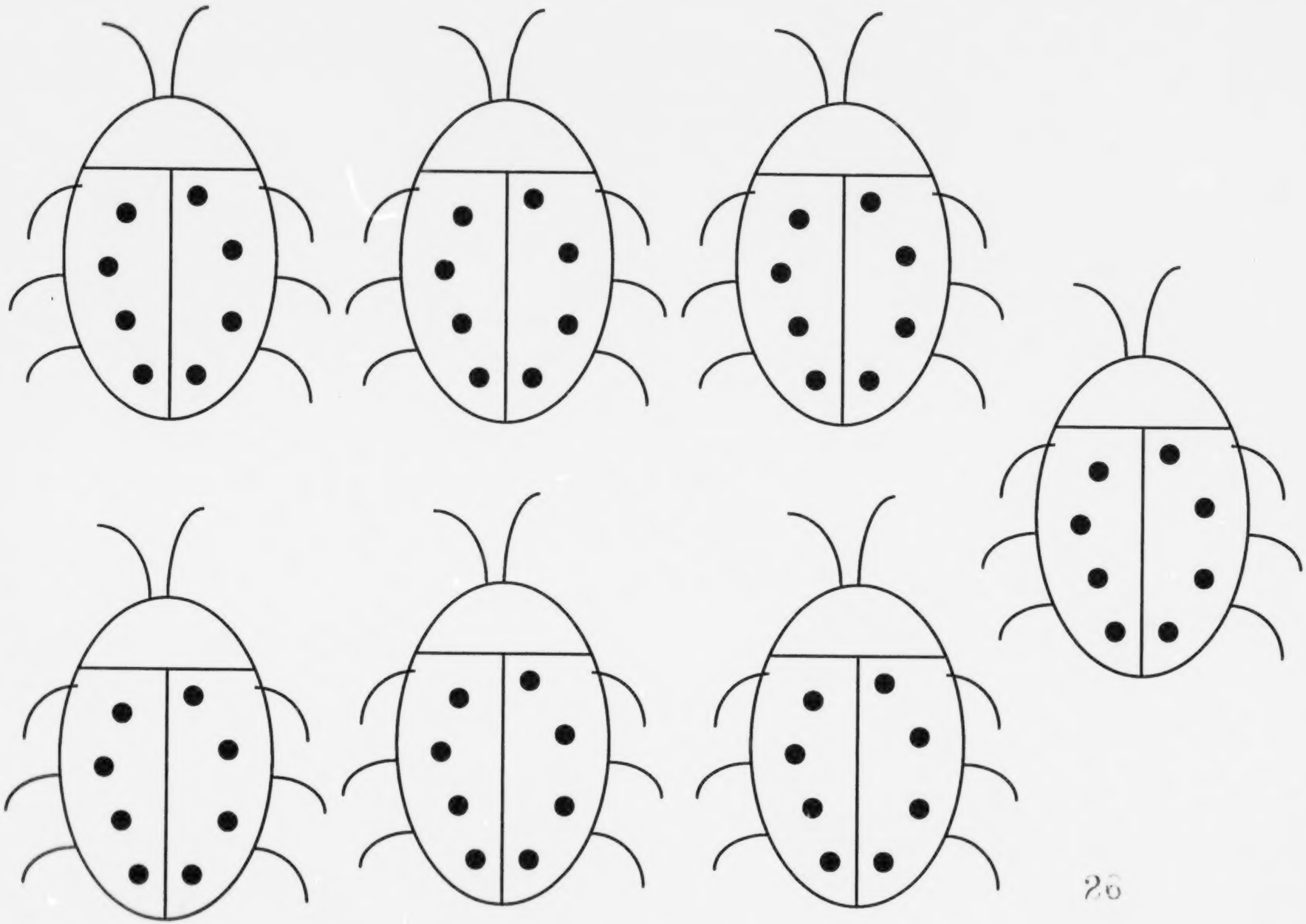
PROCEDURE:

1. Stimulate class discussion about various feelings.
2. Ask students to complete the worksheet on "Things That Bug Me".
3. Students can write only one thing per bug.
4. After the class has completed the worksheets, they may wish to color their bugs.
5. Allow time for students who may want to discuss their worksheets with the class.

OBSERVATION NOTES

Students who list particularly difficult situations may need individual help.

THINGS THAT BUG ME



26

25

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY:UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND WHAT IS IMPORTANT TO ME (MY VALUES).
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: HANDOUT-PERSONAL PROFILE, PLAIN PAPER, COLORED PENCILS, MARKERS/CRAYONS

"THERE IS NO ONE LIKE ME"

INTRODUCTION: Students need to become more aware of themselves through an understanding of who they are. Students will work toward raising their self-esteem and reaching their full potential.

PROCEDURE:

1. Ask students to write their name lengthwise on a piece of paper. Instruct the students to write a word that describes them after each letter. The word would need to start with the same letter. Inform the students that they can use any colors on the sheet and can decorate the sheet in any way.
2. Stimulate a discussion around this activity. Introduce the need to recognize individual strengths and weaknesses.
3. Distribute the "Personal Profile." Read the instructions to the students. Allow ample time for students to complete.
4. Ask students to design a classroom bulletin board. On the board, each student's name sheet and Personal Profile will appear together.

OBSERVATION NOTES

The leader should be aware of any students who are unable to express their ideas about themselves.

"PERSONAL PROFILE"

Rank each group in order of preference. Assign one, two, or three to each item in the group.

Watch TV
Dance
Fishing

Study
Sports
Read

Movie Star
Millionaire
President

Teacher
Engineer
Accountant

Wealthy
Respected
Intelligent

Red
Blue
Yellow

Bear
Lion
Peacock

Rose
Tulip
Daisy

Tennis
Swimming
Basketball

Ocean
Mountain
Hills

Beauty
Money
Health

Athlete
Rock Star
Doctor

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I CAN HANDLE PERSONAL DIFFICULTIES.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 9-10
MATERIALS: "THE CLIQUE"- A STORY

"THE CLIQUE"

INTRODUCTION: Peer pressure is a dynamic force that is present in groups of students at this age level. Often, students find themselves involved in activities with a group with whom they would not become involved on an individual basis. This story offers an opportunity to identify problems associated with peer pressure. Students supply the ending to the story and evaluate strategies for coping with the problem.

PROCEDURE:

1. Read "The Clique" aloud with the class.
2. Discuss the following questions:
    - a) What are the problems in this story?
    - b) Why does Joyce feel pushed by Wanda and her group?
    - c) Why did Janet enjoy her friendship with Saundra at first?
    - d) Is it okay to want to be alone sometimes?
    - e) What is peer pressure?
    - f) Have you ever been in a similar situation? How did you handle it?

OBSERVATION NOTES:

During the discussion of this story, students may identify problems of peer pressure associated with other areas such as drug abuse, cheating on tests, etc. These areas may be used for role-plays or as discussion topics at a later time. Be sure the point is made (by the leader if not the class) that wanting to be accepted by a group is not enough reason to do something you know to be wrong.

"The Clique"

"The Clique"

The Story:

Joyce has just moved to Kansas City and feels lucky that she has found a friend, Saundra. They like to do the same things and have fun together, but each allows the other freedom to go her own way. Joyce also meets Wanda, the leader of a group of youngsters who seem to really have fun. Joyce is accepted into the group and is swept along with Wanda and the camaraderie. But soon the group asks that she give up her friendship with Saundra and do some things she doesn't believe are right. The group has planned to visit a shopping mall on Saturday and "take" a few things. When Joyce tells the others that she plans to stay away, Wanda tells her that she must go if she wants to stay in the group. What would you do if you were Joyce?

"The Clique"

Individual Planning

Individual Planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals. The activities in this component are counselor planned and directed. These activities are generally delivered on an individual basis, or by working with individuals in small groups or advisement groups. Individual Planning is implemented through such strategies as:

> Individual Appraisal: Counselors work with students analyzing and evaluating students' abilities, interests, skills and achievement. Test information and data is a basis for developing immediate and long-range plans for students.
>
> Individual Advisement: Counselors work with students to use personal-social, educational, career and labor market information in planning personal, educational and occupational goals. The involvement of students, parents and school in planning a program that meets individual needs of students is critical.
>
> Placement: Counselors assist students in making the transition from school to school, school to work or school to additional education and training.

Examples of topics within this component include the following:

* Career Awareness
* Transition Plans from School to School
* Interest Inventories
* Course Selection for the Next Grade Level
* Career Shadowing
* Four-Year Plan
* Honors/Awards Programs
* Career Exploration
* Vocational Education Selection and Training
* College and University Selection
* Financial Aid And Scholarships

See pages 52-58 for examples of Individual Planning Activities.

Responsive Services

Responsive Services consist of activities to meet immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is often student-initiated. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation of this component. Responsive services are delivered through these strategies:

> Consultation: Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help students.
>
> Personal Counseling: Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives and possible consequences so that appropriate action is taken.
>
> Crisis Counseling: Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.
>
> Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse and terminal illness. These referral sources may include:

- Mental Health Agencies
- Employment and Training Programs
- Vocational Rehabilitation
- Juvenile Services
- Social Services

See pages 61-62 for examples of Responsive Services activities.

System Support

System Support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

Professional Development: Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to professional literature.

Staff and Community Relations: This activity involves orienting staff and the community to the comprehensive guidance program through such means as newsletters, local media, and school-community presentations.

Consultation with Teachers: Counselors need to consult with teachers and other staff members regularly in order to provide information, to support staff and to receive feedback on emerging needs of students.

Advisory Councils: Serving on departmental curriculum committees, community committees or advisory boards are examples of ways to support other programs in the school and community and to gain support for the guidance program.

Community Outreach: Included are activities designed to help counselors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and social services agencies on a periodic basis.

Program Management and Operations: This includes the planning and management tasks needed to support activities conducted in a comprehensive guidance program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

Research and Development: Guidance program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources are some examples of the research and development work of counselors.

See pages 65-66 for examples of System Support activities.

SECTION III

IMPLEMENTING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

Ten steps are involved in implementing the Missouri Comprehensive Guidance Model. This process takes a great deal of initial planning and effort. Developing a comprehensive approach revitalizes the current program, making it more meaningful and responsive to changing student, school and community needs. The steps outlined in this section will enable counselors to implement a comprehensive developmental guidance program.

Getting Organized

The challenge that counselors face is how to make the transition from the current program to the Missouri Comprehensive Guidance Program Model. Remember that the current organizational structure now in place remains while counselors put the new organizational plan in place. Before the implementation process gets under way, there are three of critical points to take into consideration:

1. Understand the necessary conditions for change in the school district or building.
2. Expect some resistance to change.
3. Appreciate the challenges involved.

Implementation Steps

There are ten steps a district needs to follow in order to implement the Missouri Comprehensive Guidance Program Model.

1. Write the district's program definition and philosophy based on the Missouri Comprehensive Guidance Program Model.

2. Meet with administration and Board of Education to gain support and secure authorization to implement the requirements of the Missouri Comprehensive Guidance Program Model.

3. Select and meet with the Advisory Council.

4. Complete the Time and Task Analysis process.

5. Complete the needs assessment process for students, teachers, and parents, and assess the guidance resources available for program use.

6. Identify student competencies that address the need areas ranked highest on the *Missouri Comprehensive Student Needs Survey.*

7. Identify existing guidance learning activities, select appropriate guidance learning activities from the Missouri Comprehensive Guidance Program resource kit, or develop additional activities to address the identified needs. (Refer to pages 29-34)

8. Implement sequential guidance curriculum for each grade level or grade-level grouping.

9. Develop a master calendar for each month of the school year. Categorize activities by the four programmatic components.

10. Evaluate the guidance program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

Description of Implementation Steps

The purpose of this section is to provide a sequential plan of action to implement the Missouri Comprehensive Guidance Program. A detailed discussion accompanies each of the ten steps.

1. Write program definition and philosophy based on the Missouri Comprehensive Guidance Program Model.

The definition describes the focus of the program while the philosophy presents the program's underlying meaning and beliefs. An example definition and philosophy follows:

SAMPLE DEFINITION

Guidance and counseling is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The guidance program includes:

1. Guidance Curriculum
2. Individual Planning
3. Responsive Services
4. System Support

The guidance program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

SAMPLE PHILOSOPHY

The school district believes that the guidance program is an important and integral part of the overall educational process.

Since students develop emotionally, socially and educationally, the guidance program must address the issue of total growth and development. Growth and learning are developmental; therefore, guidance must be developmental and sequential. The need for guidance begins with pre-school entrance and continues throughout life.

The K-12 developmental program is concerned with all students while recognizing the fact that individuals have needs that will continue to require special attention. As a result, the comprehensive guidance program is for all students and becomes developmental rather than crisis-oriented.

2. Meet with the administration and Board of Education to gain support and secure authorization to implement the requirements of the Missouri Comprehensive Guidance Program Model.

Explain the requirements of the Missouri Comprehensive Guidance Program Model. Obtain necessary Board support and assurances. An example of Board of Education assurances follows:

BOARD OF EDUCATION ASSURANCES

By adopting the Missouri Comprehensive Guidance Program Model, the Board of Education commits itself to the support of the model's goals and purposes. The Board of Education shall:

- Provide time to district staff to develop, implement and manage a quality, comprehensive guidance program.
- Receive periodic reports from administration and the Advisory Council.
- Take action on decisions needed to ensure continued program development and progress.
- Use program evaluation findings in making fuding decisions.
- With the assistance of the Advisory Council, direct the staff to publicize the program to the community.
- Provide adequate funding to assure continued program development, implementation and evaluation.

Share the following National School Boards Association resolution and Missouri School Boards Association resolution on Guidance and Counseling with the local Board of Education.

NSBA encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. NSBA also urges local school boards, state education agencies and the federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models and research which examines the effectiveness of such programs. (Adopted by the NSBA Delegate Assembly April 4, 5 and 7, 1986.)

The MSBA encourages local boards to support comprehensive guidance and counseling programs staffed by professionals and supports efforts to improve the education of school counselors. (Adopted by the MSBA Delegate Assembly October 26, 1987.)

3. Select and meet with the Advisory Council.

The administrator in charge of the district's guidance program should appoint a staff person to form the Advisory Council. This staff person selects members for the Advisory Council from the school board, school staff, parents, students and community leaders. Typically, an advisory council meets annually or as needed to provide advice and counsel on the program content and structure.

A sample agenda for the first meeting could include:

1. Presentation of the Missouri Comprehensive Guidance Program Model. (The Model Guidance video could be introduced)
2. Identification of tasks to be performed.
3. Assignment of tasks.
4. Establishing a time line to accomplish tasks.
5. Selection of meeting dates.

The second meeting could deal with Time and Task Analysis and Needs Assessment.

4. Complete the Time and Task Analysis process.

A time and task analysis is used to survey and analyze the distribution of counselors' time and the tasks within the current program. This analysis provides a basis for comparing the time and tasks involved in the current program to those of the comprehensive program. A district may conduct the time and task analysis using either fifteen or thirty-minute time intervals.

The steps involved in conducting the time and task analysis are as follows:

1. Using the Time and Task Analysis Form, begin collecting data on Monday, the first week of school. The next week collect data on Tuesday. The third week, collect data on Wednesday. The fourth week, collect data on Thursday and the fifth week, collect data on Friday. Beginning with the sixth week, repeat the process for the remaining weeks of the school year.

2. Use the Time and Task Analysis Form to keep track of the time spent in various activities. For the days chosen, keep track of the time spent using the five categories on the form provided. Note that the form also has time blocks for before-school, after school or evening activities conducted as a part of the program

3. Look at the Time and Task Analysis Form. Determine the category into which the activities can be placed. Place a check in the appropriate category for each fifteen or thirty-minute interval. For the non-guidance category, write in the actual non-guidance task.

4. Count the total number of fifteen or thirty-minute daily blocks of time for each school day that is being logged. Do NOT count blocks of time when not on duty. Next count the number of fifteen or thirty-minute block intervals for each category. Record these figures in the appropriate blanks at the bottom of the log. Calculate the percentages for the day in each category by dividing the total daily category blocks of time by the total daily blocks of time.

5. On the Time and Task Analysis Summary Sheet, total the blocks of time by the category. Calculate the percentages of time spent in each category. Do this by dividing each total category block by the grand total number of blocks.

6. Chart these percentages in the Time Distribution Wheel Form for the current program. Based on State-recommended allocations of time, decide the appropriate time allocation for the school in percentages, and display those percentages on the Time Distribution Form for the revised program at your grade level. These can be found on pages 93-95 in the Appendix.

5. Complete the needs assessment process for students, teachers and parents and assess the guidance resources available for program use.

The Missouri Department of Elementary and Secondary Education, Guidance/Vocational Special Needs Section has defined need as "the student's identified perceptions of those competencies for which they need help in mastering." Through a needs assessment, counselors are able to identify the program categories and competencies that the students, staff and parents feel are important. A needs assessment is one basis for the selection of student competencies and guidance learning activities that are used to help students acquire these competencies.

Benefits of a needs assessment include:

1. Identification of needs of students.
2. Providing a data base for program planning.
3. Providing information to policy makers to assure program support.
4. Providing a basis for selection and implementation of guidance learning activities and classroom presentations.
5. Increased opportunities for student, staff and parent interaction.

To complete the needs assessment process, two versions of the *Missouri Comprehensive Student Needs Survey* are available for each of the levels 4-6, 6-9 and 9-12. The first version is for students and the second version is for parents and teachers.

The *Missouri Comprehensive Student Needs Survey* is available through:

Center for Educational Assessment
University of Missouri-Columbia
403 South Sixth
Columbia, Missouri 65201
(314) 882-4694

Survey costs include answer sheets, scoring service and a computer printout of the results.

A complete needs assessment should be administered the first year the program is implemented and, ideally, every third year thereafter.

Because these surveys are relatively brief and easy to administer, it is strongly recommended that they be given to 100% of the student population in small to moderate sized schools (500 or fewer students). In larger schools, (more than 500 students), a 50% random sampling of students is desirable. Administration of the parent surveys should ensure that at least 50% of the total parent population has the opportunity to respond. Local districts should decide how to manage the surveys to yield these results. Strong consideration should be given to administering the parent-teacher versions of the *Missouri Comprehensive Students Needs Survey* to all teachers to assess their perceptions of student needs.

The reports by grade level received from The Center for Educational Assessment include:

1. Group Data -- Student Needs by Item.
2. Group Data -- Ranking of Needs by Category.
3. Individual Data -- Roster.
4. Individual Data -- For Student.

The group reports identify the specific student competencies counselors need to address in their schools. Individual data may be used to identify students who may benefit from small-group counseling.

Group Data -- Student Needs by Item:

This report indicates the group frequency of response to each item and the percent of the total group that ranked that item. This report also displays each of the categories and the need item numbers in each category. After identifying the top four or five categories selected by students from the form on Table I, the counselor should note those need items selected by 50% or more of the students in those top four or five categories. These are the specific need items the guidance program may want to address. After the need items are identified, the counselor should refer to the competency statement list. This list shows each need item reworded into competency statements. Counselors should use those competency statements that reflect the highest need items.

Group Data -- Ranking of Needs by Category:

This report lists all categories and their relative ranking. It is recommended that counselors use Table I to record and compare the relative ranking of categories across each grade level. The top four or five categories across all grade levels should be identified by summing the ranks across grade levels. Counselors should note the ranked categories by each area: (refer to competency statement list) a) Career Planning and Exploration, b) Knowledge of Self and Others, and c) Educational and Vocational Development. It is recommended that counselors choose the highest one or two categories under each area to select the student competencies to be addressed by the guidance program (see sample table in the Appendix).

Individual Data -- Roster

This report shows the items to which each student responded and the ranking of each student's top five categories.

Individual Data -- For Students

The individual student report indicates with a "yes" the items ranked by the student and their expressed top five need categories.

Use of Formal Needs Assessment Data

There are multiple ways to use the Missouri Comprehensive Student Needs Survey data. Primarily the results should be used to select specific competencies in which students report deficiencies. Also, counselors should assess the balance among the three areas of Career Planning and Exploration, Knowledge of Self and Others, and Educational and Vocational Development. The results of the needs survey also will be used to select guidance learning activities from the Missouri Comprehensive Guidance Program Kit for classroom presentations. Varying sets of opinions and data, including professional judgment and the opinions of the Advisory Council, should be used to supplement the needs survey data.

NOTE: The following categories from the *Missouri Comprehensive Student Needs Survey* are not generally considered to be a part of the guidance curriculum. It is suggested that results of these categories be reported to the administration for use in other curricular areas.

The category "Learning consumer and home owner skills" is not considered to be part of the guidance curriculum. The category "Learning about marriage and family responsibilities" is not generally addressed at the secondary level by the guidance staff. However, guidance staff may function in a support capacity for this category.

Use of Informal Needs Assessment Data

In addition to the formal needs assessment, there is a need for an informal needs assessment. Adults may be able to identify needs that students may not report. An example might be a concern in a district over a growing problem of substance abuse that may not be identified by students in the formal needs assessment.

Assessment of Current Resources

Assessing resources requires a systematic and thorough review of the current guidance program and such aspects as activities, space, time allocation, equipment, staff expertise, and community resources. The following steps need to be followed:

1. Equipment/Materials: Inventory school equipment and materials that may be used in the guidance program. As part of the inventory, an opportunity should be given to staff members to indicate any new equipment and materials that may be needed.
2. Staff Expertise: Identify the special skills of staff members that may be helpful in carrying out guidance program activities.
3. Community Resources: Identify community resources that can be used in carrying out the guidance program such as community service clubs, local businesses, Chambers of Commerce and labor unions.

6. Identify student competencies that address the need areas ranked highest on the Missouri Comprehensive Student Needs Survey.

1. The formal and informal needs assessment process should be completed and the student competencies identified based on local data. (See appendix pages 67-81 for a complete list of competency statements K-12). Also remember that competency statements are reworded need items as the high school example below indicates.

Guidance Curriculum **(component)**
Career Planning and Exploration **(area)**
Planning and Developing Careers **(category)**

I need help to know how to prepare for careers in which I am interested **(need item)**.

I know how to prepare for careers in which I am interested **(competency statement)**.

Before proceeding, it is important to point out that each of the need categories is important. Also, be aware of the amount of time allocated for the implementation of the guidance curriculum in selecting the number of competencies to be addressed.

2. Another step in implementation is the task of clarifying the student competencies to be addressed in each of the program components. The counselor may decide to develop a guidance learning activity for a specific competency. On the other hand, a competency may be achieved through an individual planning session with a student. The counselor may also decide that a competency can best be addressed by setting up group sessions for students with particular concerns.

3. After deciding how each competency can best be achieved, it is important to identify appropriate areas in the school curriculum and in the Comprehensive Guidance Program where they may be incorporated.

7. Identify existing guidance learning activities, select appropriate guidance learning activities from the Missouri Comprehensive Guidance Program resource kit, or develop additional activities to address the indentified needs.

Using the outline and formats provided, select, modify or write guidance learning activities that best address the identified competencies. Guidance learning activities should be detailed enough for effective use from year to year.

8. Implement sequential guidance curriculum for each grade level or grade-level grouping.

Guidance learning activities implemented through classrooms should be coordinated with the teachers involved and the school calendar to avoid possible conflicts.

When concluding that a guidance learning activity can best be addressed within a department or classroom, it is essential to work closely with the teachers involved. Occasionally, a particular teacher may be less than enthusiastic about relinquishing class time. In initial program planning, select teachers with whom there is a good working relationship. Seek these people out well in advance. Advance notice of one or two months up to a year is most desirable. The teachers should have a detailed explanation as to the purpose of the learning activity, how long it will take, and what will be accomplished. If possible, the teacher should be shown the written learning activity. The method for evaluation should be included in the activity. This may help to demonstrate the importance of the activity. It should be stressed that the counselor will take the leadership role but that a significant contribution can be made by the teacher. The teacher needs to be given some specific responsibilities.

9. Utilizing the four programmatic components, develop a master calendar for each month of the school year.

A master calendar enables counselors to organize and manage the activities of the program. It also provides a time frame for scheduling resources and equipment. It provides an organized, systematic way to implement and deliver the comprehensive guidance program. It enables the counselor to organize time to meet student needs and to communicate information concerning the objectives of the guidance program to students, staff, parents, and the community. The master calendar integrates the guidance program with total school activities. It encourages total staff involvement and provides evidence of organizational ability in implementing the guidance program. To aid counselors in effectively using a master calendar, a two-week calendar may be used to outline activities in a more detailed format. The two-week calendar may also be used as a checking device to determine how effectively counselors' activities balance across the four program components. An example of a two-week and monthly calendar can be found on page 91 in the Appendix.

10. Evaluate the Guidance Program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

At this stage a district will determine the degree to which it has been successful in adopting the new program. After full implementation, each district will want to evaluate the effectiveness of the new program based on the achievement of program standards, personnel performance-based evaluation, and student competency attainment. (See Section V for more information.)

It is important for each district to develop a documentation file indicating that the ten components of the program have been addressed. Examples of materials that need to be on file include:

1. Written definition and philosophy.
2. Board of Education assurances.
3. List of Advisory Council members.
4. Agenda and minutes of advisory council meetings.
5. Summary of needs assessment data.
6. Categories and competencies based on needs assessment data.
7. Guidance learning activities.
8. Summary sheet of time and task analysis.(weekly planner)
9. Time Distribution Wheel Form.
10. Master Calendar.

A Documentation File Checklist is available on page 96 in the Appendix.

SECTION III

IMPLEMENTING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

Making The Transition: Some Closing Thoughts

Some points to consider in making the transition to the Missouri Comprehensive Guidance Program Model are:

1. When comparing the current time analysis data to the model program time allocations, note the discrepancy between the two. Analyze the components that are being adequately covered, those that are underserved, and those that are being overly used. Within each component, isolate those activities causing the discrepancy. Plan activities to bolster underserved components and reduce activities in overly used components following the State-suggested time allocations.

2. Note the non-guidance duties identified on the Time and Task Analysis Form and the time they consume. Remember, there are some common duties a counselor must share as a school staff member, such as lunch duty or chaperoning school functions where every staff member takes a turn. However, there are frequently a number of non-guidance duties that are assigned to counselors alone. Example non-guidance duties were identified and grouped by a statewide task force of administrators and counselors into the following four categories:

    a. Supervisory duties
    b. Clerical duties
    c. Special programs and services
    d. Administrative duties

What follows are examples of these non-guidance duties in each category with suggestions for streamlining and displacement of these duties.

Supervisory Duties -

A. Developing and monitoring school assemblies.

- This is an administrative function, and is not viewed as a part of guidance program responsibilities.

B. Hall duty, cafeteria supervision, bus loading and unloading supervision, and restroom supervision.

- These duties could be shared equally among all staff.
- Teachers could be assigned to some of these duties as a regular part of their schedule.
- Volunteers could be used to supervise non-liable events.

C Chaperoning school functions and athletic event supervision.

- These duties could be shared equally among all staff.
- Booster club members could handle some of the athletic events.
- School staff could be paid extra to take on extra duties.

D. Substitute teaching.

- Counselors are not substitute teachers. On an occasional basis however, counselors could conduct guidance learning activities, particularly if teacher absences are known in advance.

Clerical Duties -

A. Selling lunch tickets.

- This should be done by clerical/secretarial or cafeteria staff.

B. Collecting and mailing out progress reports and deficiency notices.

- Sorting, stuffing and mailing is strictly a clerical/secretarial function.
- Conferences with students regarding progress reports is a school staff function including guidance personnel.
- Hire a person on a temporary basis to handle sorting, stuffing and mailing.
- Use a team approach of teachers and staff to do sorting, stuffing and mailing. Serve a complementary breakfast as a special treat.

C Maintaining permanent records and handling transcripts.

- Posting of grades and test labels is a clerical duty.
- Hire part-time help to work a certain number of hours per week if a full-time person is not available.

D. Monitoring attendance.

- Accounting for daily attendance is not a counseling function.
- It is appropriate for counselors to see students who have chronic attendance problems.
- Look into the possibility of using computer attendance software packages. There are many excellent packages available.

E. Calculation of grade point average (GPA), class rank or honor roll.

- These activities can best be handled by the utilization of a computer. Many excellent and economical software programs are available which will streamline this function.

F. Developing and updating student handbook.

- This is an administrators function and should be carried out by the principal or assistant principal.

G. Developing and updating course guides.

- Curriculum committees should be initiated by school administration.

- Department chairpersons (teaching staff) have the responsibility for developing course descriptions and outlines.

- Consolidation into a final format is a clerical responsibility.

H. Schedule changes and related paperwork.

- Consultation with students regarding scheduling or schedule changes is viewed as a guidance function.

- The related paperwork in terms of class balance, schedule cards, etc. is a clerical function and is not the responsibility of guidance personnel.

Summary - If full-time clerical assistance is not available, planning should take into consideration the hiring of part-time clerical-secretarial help at key times during the school year. The vast array of computer software now available can be of great assistance in a variety of areas, i.e. - scheduling, GPA, class rank, honor roll, grade labels, address labels, etc.

Special Programs and Services -

A. Class, club and special program sponsorship.

- Sponsorship of these activities are school staff functions usually done on a volunteer basis.

- Counselors should not be expected to assume anymore responsibility for these programs than any other person on the staff.

- In the case of programs such as the Missouri Scholars' Academy, this is the responsibility of administrative personnel or a committee of teachers.

B. Coordination and administration of school testing programs including individual testings.

- The overall coordination and administration of the school testing programs is the responsibility of the administration.

- Teachers and counselors working together help in this process.

- Counselors assist in the interpretation of test data to teachers, administrators, parents and the community.

- Counselors use test data in their work with students to help them monitor and manage their learning including their personal and career development.

- Where possible, individual testing is done by school psychometrists or persons specifically hired and qualified to do this task.

- The use of such data with students and parents is a counselor function.

C. Responsible for Individual Education Plans (IEP).

- Counselors are involved in the diagnostic aspects of the I.E.P. They are not responsible for the development and implementation of the I.E.P. or the Individualized Vocational Education Plan (I.V.E.P.).

- Counselors do take part in staffings and conferences when appropriate.

Administrative Duties -

A. Master schedule development.

- This is an administrative function. Administrators should seek input from guidance personnel as they plan and develop the master schedule. Note: The planning and development of a master schedule is not included as a part of a counselor's training.

B. Principal of the day.

- The counselor should not be put into the role of acting principal.

- Hire retired school administrators.

- Assign the responsibility to other teachers who have administrative certification.

- Call on superintendents or other central office administrators to act as "principal for the day".

C. Discipline.

- Carrying out disciplinary actions is an administrative function.

- Assessing consequences for student action is not a guidance function.

D. Schedule Changes.

- Students who desire or need to have schedules revised are encouraged to first discuss the changes with the counselor. The mechanics related to this process should be handled through administrative channels. Much of the process is clerical in nature. It is the responsibility of the administration to see that class size is appropriate, and that sufficient staff is available to accommodate student needs.

Technical Assistance

Because the implementation process is complex, local schools may wish to call on the Missouri Department of Elementary and Secondary Education Guidance and Vocational/Special Section for assistance. In addition, local schools may wish to contact the counselor education department at a nearby university for help. Also, the expertise of resource persons from the field test sites is available.

An informative video tape, "Missouri Comprehensive Guidance," is available through the Missouri Department of Elementary and Secondary Education.

SECTION IV

INVOLVING OTHERS

SECTION IV

INVOLVING OTHERS

Involving Administrators

It is the responsibility of the administration to be informed about the Missouri Comprehensive Guidance Program Model and to approve and support the local plan to implement the model. The administration should make sure adequate time is provided for counselors to inform the school staff about the Comprehensive Guidance Program. The administration should also provide the means for counselors to inform local patrons about the Comprehensive Guidance Program and how it will be implemented.

In addition, the following kinds of administrative support are needed:

1. Commitment to staff: The administration should provide written and verbal support of the guidance program to building-level staff.

2. Time: The administration should provide counselors time to implement the guidance program. This will generally entail the deleting of non-guidance duties that have been assigned to the counselor.

3. Facilities: The administration should make available appropriate facilities to implement the guidance program, considering that individual and group counseling as well as guidance learning activities are involved.

4. Budget: The administration should provide an adequate budget that allows for the purchase of resources to implement the guidance program.

5. Performance-based evaluation: It is the responsibility of the administration to supervise and evaluate each counselor on the local performance-based counselor evaluation form. (See Section V of the Manual).

NOTE: **The Model Guidance Program meets the standards for Guidance as outlined in Section 5 of the Process Standards and Indicators for the Missouri School Improvement Program.**

6. Program evaluation: It is the responsibility of the administration working with counselors to evaluate the guidance program. This entails reviewing the ten components of the program. (See Section V of the Manual).

Involving Teachers

It is important that all teachers be informed about the Comprehensive Guidance Program. A minimum of one inservice per year should be conducted to help teachers understand their role. Teachers should be given the opportunity to volunteer to actively participate in program planning and implementation.

Counselors and teachers should jointly plan the delivery of guidance learning activities. Guidance learning activities need to be presented in appropriate content areas. Teachers should help decide when these units will be presented. The number of students served in a particular subject area is a consideration.

Details of the implementation of guidance learning activities will be determined by the counselors and teachers involved. **Whenever possible, teachers should take part in the presentation and evaluation of the guidance learning activities.** Here are some methods for involving teachers:

1. Present the competencies to be addressed and relate them to the subject matter areas.
2. Identify stated student needs as perceived by teachers and develop appropriate guidance learning-activities units.
3. Suggest that guidance learning activities are available in particular subject matter areas, and work with teachers to schedule them for classroom presentations.
4. Be visible and involved with the teaching staff.
5. Provide recognition to teachers for "things well done".
6. Recognize teacher participation in the guidance program.
7. Schedule guidance learning-activities in advance.
8. Share information about the guidance program through calendars or newsletters.
9. Be a salesperson; any program needs selling
10. Coordinate core competencies and key skills for the MMAT with counselor activities.

SECTION V

EVALUATING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

SECTION V

EVALUATING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

There are three sections of the evaluation component of the Missouri Comprehensive Guidance Program Model. These include, personnel evaluation, program evaluation and student outcome evaluation.

Personnel Evaluation

Job Description

In establishing a performance-based evaluation system for school counselors, the first step is to establish a written job description based on the Missouri Comprehensive Guidance Program Model structure. One job description should be developed for counselors at the elementary, middle/junior high school, the senior high and area vocational technical school levels. Example job descriptions for counselors can be found in the appendix on pages 97-105.

Counselor Performance Based Evaluation

Using the counselor job description as a guide, a performance-based evaluation system needs to be implemented. For each area of responsibility; guidance curriculum, individual planning, responsive services, system support, professional and interpersonal relationships, and professional responsibilities, the standards of performance have been described, ranging from unsatisfactory to exemplary in observable and measurable terms. The usefulness of this type of evaluation instrument goes beyond making a judgment about past performance. It also helps target future directions and goals. A suggested Counselor Performance-Based Evaluation can be found on page 106 of the appendix.

Program Evaluation

Program evaluation involves the establishment of program standards and indicators. The six structural components and the four programmatic components become the program standards. Indicators that describe the nature and substance of these standards need to be developed in order to determine the full scope and effect of the program. The format in the appendix on pages 135-144 can be used as a self study instrument, or it can be used by outside evaluators.

Student Outcome Evaluation

Student outcome evaluation measures the impact of the program on students and how well they achieve the competencies. This is a critical component and needs to be developed as the program is being implemented. There are a variety of ways that may be considered to measure competency attainment, i.e., case study, teacher observation and achievement testing are a few. As districts implement the model, counselors and counselor educators throughout the state will study these processes in order to develop a data array approach for evaluation. Work is continuing regarding this process.

APPENDIX

INDIVIDUAL PLANNING ACTIVITY OUTLINE

The individual planning activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District____

Project Director______________________________Phone___/___/____

I. Monthly and Yearly Calendar for major activities
List major activities for System Support on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

- A. Major activity
- B. Grade level
- C. Number of students served
- D. Resources needed
- E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
- F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
- G. Method of documentation or evaluation
- H. Evaluation of results, outcomes, or documentation

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District________________________________Date___________

Project Director________________________________Phone___/___/___

I. Major Activity
Date of Activity: ____________

____

____

____

II. Grade Level:____

III. Number of students served:___________________________

IV. Resources Needed:____________________________________

____

____

V. Time Line: (from master calendar)_______________________

____

____

____

VI. Amount of Time Spent:__________________________________

____

VII. Method of documentation or evaluation:___________________

____

VIII. Evaluation of results, outcomes, or documentation:__________

____

____

____

INDIVIDUAL PLANNING ACTIVITY OUTLINE

The individual planning activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District Somewhere School District

Project Director John Doe Phone 000 / 000 / 000

I. Monthly and Yearly Calendar for major activities
List major activities for Individual Planning on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

- A. Major activity
- B. Grade level
- C. Number of students served
- D. Resources needed
- E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
- F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
- G. Method of documentation or evaluation
- H. Evaluation of results, outcomes, or documentation

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District Somewhere School District Date Someday/Sometime

Project Director Joe Smith Phone 000/000/000

I. Major Activity
Date of Activity: January 1990

Administration and interpretation of the "You Profile" for individual career exploration.

II. Grade Level: 6

III. Number of students served: 60

IV. Resources Needed: Copies of the "You Profile" and "Career Survey" forms for each student. Information on careers categorized by Holland's six groups.

V. Time Line: (from master calendar) The week of Oct. 5, the "You Profile" will be administered and scored in class. The week of Oct. 12, the students in groups of 5-10 will be brought to the guidance office to complete a "Career Survey" form and research their areas of career interests. Their completed reports will be added to their advisory folder.

VI. Amount of Time Spent: Two hours of counselor's time in the classes; approximately twenty hours of counselor's time with the small group.

VII. Method of documentation or evaluation: The completed "You Profile" and "Career Survey" forms are the documentation.

VIII. Evaluation of results, outcomes, or documentation: All students will have added the "you Profile" and the "Career Survey" to their advisory folders.

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District Somewhere School District Date Someday/Sometime

Project Director Jane Doe Phone 000 /000 /000

I. Major Activity
Date of Activity: January 1990

The counselor will organize a field trip for interested 8th graders to visit the area vocational high school.

II. Grade Level: 8

III. Number of students served: Approximately 60 students

IV. Resources Needed: Brochures describing the technical school programs, parent permission forms, bus transportation and technical school enrollment forms.

V. Time Line: (from master calendar) Feb. 1-visit each 8th grade science class to describe the vocational technical high school and distribute parent permission forms for students interested in visiting the school. Feb. 14-take field trip to the vocational technical high school. Feb. 16-hold an evening information meeting for parents. Feb.-18(during registration)assist individual students in completing the enrollment form for the school. Mar. 7-deadline for the forms to be returned with parent signature.

VI. Amount of Time Spent: 30 hours of counselor's time

VII. Method of documentation or evaluation: The completed parent permission forms and enrollment forms are the documentation.

VIII. Evaluation of results, outcomes, or documentation: A number of students will visit the vocational technical high school and interested students will complete the enrollment forms and will be accepted into the vocational technical high school program.

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District Somewhere School District Date Someday/Sometime

Project Director John Doe Phone 000/000/000

I. Major Activity
Date of Activity: January 1990

Counselors work with 9th grade classes to guide them in setting up their schedules for the next year. A large group, small group, individual conference and an evening parent meeting are held.

II. Grade Level: 9

III. Number of students served: 340

IV. Resources Needed: Course descriptions, graduation requirements, enrollment forms, parent letters.

V. Time Line: (from master calendar) Feb. 1 - mailing to parents announcing scheduling, parent meeting instructing them on how to assist their children in selecting courses. Feb. 8 - parent meeting to educate parents about course options, answer specific questions. Feb.9, 10 - counselor orient students and hand out course listings. Feb. 11, 12, 15, 16, 17 - counselor meets with groups of students to assist them in filling out forms, counselor checks over individual forms. Feb. 18,19-individual conferences with students who have problems.

VI. Amount of Time Spent: 3 wk time period, 40 counselor hours, 5-10 secretarial hours.

VII. Method of documentation or evaluation: The completeld sophomore pre-enrollment forms are the documentation

VIII. Evaluation of results, outcomes, or documentation: All 9th graders complete a general four-year plan and a specific sophomore schedule.

RESPONSIVE SERVICES ACTIVITY OUTLINE

The responsive services activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District____

Project Director____________________________Phone____/____/____

I. List sessions for individuals and groups on appropriate calendar (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which will include:

A. Major Activity

B. Purpose of session

C Number served

D. Amount of time spent

E Resources needed

F. Comments or observations

NOTE: Complete the Responsive Services Form only in the instance of a major activity.

1. EXAMPLE OF A MAJOR ACTIVITY: Teacher Consultation - List all teacher consultations planned during the school year under this major activity on a single form. Include total amount of time spent on all conferences and number served.

2. PERSONAL COUNSELING: Use a Responsive Services Activity Format sheet when blocks of time are set aside for individual or group counseling session (substance abuse, failing grades). It is not necessary to have a sheet for each individual session.

RESPONSIVE SERVICES ACTIVITY FORMAT
(RESPONSIVE SERVICES COMPONENT)

School District____

Project Director____________________________Phone____/____/____

I. Major Activity
Date of Activity:____________

____

____

____

II. Purpose of Session:____

____

III. Number Served:____

____

IV. Amount of time spent:_______________________________________

____

V. Resources needed:____

____

VI. Comments or observations:__________________________________

____

____

RESPONSIVE SERVICES ACTIVITY OUTLINE

The responsive services activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District Somewhere School District

Project Director John Doe Phone 000 /000 / 000

I. List sessions for individuals and groups on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

A. Major Activity

B. Purpose of session

C Number served

D. Amount of time spent

E Resources needed

F. Comments or observations

NOTE: Complete the Responsive Services Form only in the instance of a major activity.

1. EXAMPLE OF A MAJOR ACTIVITY: Teacher Consultation - List all teacher consultations planned during the school year under this major activity on a single form. Include total amount of time spent on all conferences and number served.

2. PERSONAL COUNSELING: Use a Responsive Services Activity Format sheet when blocks of time are set aside for individual or group counseling session (substance abuse, failing grades). It is not necessary to have a sheet for each individual session.

RESPONSIVE SERVICES ACTIVITY FORMAT
(RESPONSIVE SERVICES COMPONENT)

School District Somewhere School District

Project Director John Doe Phone 000 / 000 /000

I. Major Activity
Date of Activity: January 1990

Small group weekly counseling sessions with selected 3rd graders

II. Purpose of Session: To give students opportunities to vent frustrations involved in academic work, and support each other in maintaining the motivation to be successful.

III. Number Served: Groups of 6 or 7 with rotating membership depending on individual need.

IV. Amount of time spent: 1/2 hour per week, plus occasional planning time.

V. Resources needed: Counselor, occasional activities such as filmstrips to use as discussion starters.

VI. Comments or observations: This activity depends upon maintaining close contact with classroom teachers to monitor individual progress & develop issues for group discussion.

SYSTEM SUPPORT ACTIVITY OUTLINE

The system support activity outline and format that follows may be used to assist counselors in planning and developing or auditing activities within the system support component.

School District____

Project Director____________________________Phone____/____/____

I. Monthly and Yearly Calendar for major activities
List major activities for System Support on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities a set of information on each activity will be provided, which includes:

   A. Major activity
   B. Grade level (if appropriate)
   C. Number of students served
   D. Resources needed
   E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
   F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
   G. Method of documentation or evaluation
   H. Evaluation of results, outcomes, or documentation

III. Professional Activities
Include involvement with professional organizations and other professional activities on appropriate calendar. (See Appendix, page 92).

   A. Workshops attended
      1. Name of workshop
      2. Purpose

   B. Summer institutes

   C. Other professional activities

SYSTEM SUPPORT ACTIVITY FORM
(SYSTEM SUPPORT COMPONENT)

School District________________________________Date___________

Person Completing Form______________________Phone___/___/___

I. Major Activity
Date of Activity: ___________

____

____

____

II. Grade Level:_______________________________________

III. Number of students served:___________________________

IV. Resources Needed:___________________________________

____

____

V. Time Line: (from master calendar)______________________

____

VI. Amount of Time Spent:_______________________________

____

VII. Method of documentation or evaluation:__________________

____

VIII. Program evaluation of results, outcomes, or documentation:

____

____

SYSTEM SUPPORT ACTIVITY OUTLINE

The system support activity outline and format that follows may be used to assist counselors in planning and developing or auditing activities within the system support component.

School District Somewhere School District

Person Completing Form John Doe Phone 000 / 000 / 000

I. List major activities for Individual Planning Component on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

- A. Major activity
- B. Grade level (if appropriate)
- C. Number of students served
- D. Resources needed
- E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
- F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
- G. Method of documentation or evaluation
- H. Evaluation of results, outcomes, or documentation

III. Professional Activities
Include involvement with professional organizations and other professional activities on appropriate calendar. (See Appendix, page 92).

- A. Workshops attended
  - 1. Name of workshop
  - 2. Purpose

- B. Summer institutes

- C. Other professional activities

SYSTEM SUPPORT ACTIVITY FORM
(SYSTEM SUPPORT COMPONENT)

School District Somewhere School District Date Someday/Sometime

Person Completing Form John Doe Phone 00 /000/ 000

I. Major Activity
Date of Activity: January 1990

Attended 2-day conference on self-esteem development

II. Grade Level:

III. Number of students served: total student body

IV. Resources Needed: $250.00 for conference registration fee

V. Time Line: (from master calendar) October 4-5

VI. Amount of Time Spent: 2 work days

VII. Method of documentation or evaluation: conference agenda, hand-outs from presentors, books purchased.

VIII. Evaluation of results, outcomes, or documentation:

Used materials from conference agenda in 6 guidance lessons, provided materials on "Building Self-Esteem in the Classroom" to teachers.

ELEMENTARY (K-3) SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- EXPLORING CAREERS

NEED ITEM
NUMBER

1. I know about different jobs in my community.
2. I know about good work habits.
3. I know some reasons why people work.
4. I know people need to work together.
5. I know some things I like to do.

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

11. I know how to work and play with both boys and girls in an activity.
12. I know that boys and girls can do any classroom job.

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME

31. I know about different hobbies, sports, and activities that I can do during my spare time.
32. I know what I like to do for fun.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING MYSELF

6. I understand and can identify a wide variety of feelings (happy, sad and mad).
7. I know how to express those thoughts and feelings that are important to me.
8. I know how to handle my problems or where to get help.
9. I understand my strengths and talents.
10. I understand and like myself.

CATEGORY F--- MAKING DECISIONS

13. I know that I can make choices.
14. I know how to come up with many possible choices to settle a problem.
15. I know how to look at my decisions and how to change poor ones.
16. I know how to accept responsibility for my decisions.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

17. I know how to make and keep friends.
18. I understand that all people are not alike.
19. I know how to get along with both boys and girls.
20. I know how to ask parents, teachers and other adults for help without tattling.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

25. I know what drugs are and what they can do to people.
26. I know how to say "NO" to people who try to get me to use drugs and alcohol.
27. I know how to deal with the consequences of saying "NO" to my friends.
28. I know who to talk to when I need help.

CATEGORY P--- LEARNING ABOUT FAMILY RESPONSIBILITIES

36. I know how to get along with my parents, step-parents or guardians.
37. I know how to get along with my brother, sister, step-brother, or step-sister.
38. I know some things that cause problems in families (moving, divorce, death or unemployment).
39. I know how to find help when my family has problems.
40. I know how to help with family responsibilities.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY J--- IMPROVING STUDY AND BASIC LEARNING SKILLS

21. I know how to get ready for class.
22. I know how to listen.
23. I know how to ask questions.
24. I know how to start and finish my work well.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS ABOUT SCHOOL

29. I know where to go to get help when I have a problem concerning my school.
30. I know what will be expected of me in my school.

CATEGORY O--- PLANNING FOR SCHOOL

33. I know what is expected of me in the next grade.
34. I know how to make choices at school that fit my likes and dislikes.
35. I know that all classes (math, science, reading, etc.) are important in jobs and daily living.

ELEMENTARY (4-6) SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- EXPLORING CAREERS

NEED ITEM
NUMBER

1. I know how to find out more about jobs and careers.
2. I know the importance of good work habits for school and future jobs.
3. I know some reasons why people work.
4. I know that people need to work together.
5. I know some things I like and I can do well.

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

11. I know how to handle "kidding" from other students if I am interested in activities usually chosen by the opposite sex.
12. I know that I may choose any job that I like and I can do well.

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME

36. I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING MYSELF

6. I understand how to deal with feelings such as happiness, sadness, and anger.
7. I know how to express those thoughts and feelings that are important to me.
8. I know how to handle my problems or where to get help.
9. I understand my strengths and talents.
10. I understand and accept myself.

CATEGORY F--- MAKING DECISIONS

13. I know what things are important to me.
14. I know how to come up with many possible solutions to a problem.
15. I know how to set goals and make plans.
16. I know how to make good decisions and act on them.
17. I know how to look at my decisions and how to change poor ones.
18. I know how to accept responsibility for my decisions.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

19. I know how to be a good friend.
20. I understand my friends and classmates.
21. I know how to get along with both boys and girls.
22. I understand people who are different from me.
23. I know how to ask parents, teachers and other adults for help.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

30. I know what alcohol and drugs do to a person's body and mind.
31. I know how to say "NO" to people who try to get me to use drugs and alcohol.
32. I know where to get help for myself or a friend who has a problem with drugs and alcohol.

CATEGORY P--- LEARNING ABOUT FAMILY RESPONSIBILITIES

40. I know how to get along with my parents, step-parents or guardians.
41. I know how to get along with my brother, sister, or step-brother, step-sister.
42. I know some things that cause problems in families such as moving, divorce, death or unemployment.
43. I know how to find help when my family has problems.
44. I know how to help with family responsibilities.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY J--- IMPROVING STUDY AND LEARNING SKILLS

24. I know how to organize my time.
25. I know how to listen and ask questions in class.
26. I know how to organize my class and homework materials.
27. I can take good notes.
28. I know how to start and finish my assignments well.
29. I know how to do my best on tests.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS ABOUT MIDDLE/JUNIOR HIGH SCHOOL

33. I understand the challenges I may have in middle/junior high school.
34. I know where to go to get help when I have a problem concerning middle/junior high school.
35. I know what will be expected of me in middle/junior high school.

CATEGORY O--- PLANNING FOR SCHOOL

37. I know what is expected of me in the next grade.
38. I know how to make choices at school that fit my interests and abilities.
39. I know that all classes (math, reading, science, etc.) are important in jobs and daily living.

MIDDLE/JUNIOR HIGH SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- EXPLORING AND PLANNING FOR CAREERS

NEED ITEM
NUMBER

1. I know how to explore careers in which I may be interested.
2. I understand my interests and abilities and how they help me make a career choice.
3. I understand how to prepare for careers in which I may be interested.
4. I understand the importance of making plans for the future (jobs, vocational technical education, employment and training programs, college, and military).

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

13. I know how to handle "kidding" from other students if I have an interest in choosing a class usually taken or a job usually filled by the opposite sex.
14. I know how to handle adult disapproval if I have an interest in choosing a class usually taken or a job usually filled by the opposite sex.
15. I know that all classes and jobs are acceptable for females and males.

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME

48. I know about different hobbies, sports, and activities in which I could get involved.
49. I know how to find out which leisure activities are best for me.
50. I know about leisure activities I can do when I am older.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING SELF

5. I understand what is important to me (my values).
6. I have confidence in myself.
7. I can state my own ideas.
8. I understand how my thoughts and feelings affect my behavior.
9. I know how to handle my problems or where to get help.
10. I know what to do when I feel down.
11. I understand the physical, social and emotional changes of growing up.
12. I accept and like myself, both physically and mentally.

CATEGORY F--- MAKING DECISIONS

21. I know how to identify the real problem when I'm worried or upset.
22. I know how to come up with many possible solutions to a problem.
23. I know what is important to me so I can set goals.
24. I know how to make good decisions.
25. I know how to evaluate my decisions and change poor ones.
26. I know how to accept responsibility for my decisions.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

27. I understand my friends and classmates.
28. I know effective ways of communicating feelings and thoughts.
29. I know how to be a good friend.
30. I know how to get along with both boys and girls.
31. I respect other people even though they may be different.
32. I can talk to someone when I need to.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

39. I know what drugs and alcohol do to my body and my mind.
40. I know what the school, police and courts do to students who do drugs and alcohol.

41. I know how to help a friend who has a problem with drugs and alcohol.
42. I know where to get help for myself or a friend who has a problem with drugs or alcohol.
43. I know how to say "NO" when friends or other people try to get me to use drugs or alcohol.
44. I know how the use of drugs and alcohol may affect my relationships with others.

CATEGORY P--- LEARNING ABOUT FAMILY RESPONSIBILITIES

58. I know how to get along with my parents, step-parents or guardians.
59. I know how to get along with my brother, sister, step-brother or step-sister.
60. I know how to help with family responsibilties.
61. I know some things that cause problems in families (moving, divorce, death or unemployment).
62. I know how to find help when my famiiy has problems.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY E--- PREPARATION FOR FINDING JOBS

16. I know how to apply for a job.
17. I know what employers expect of workers.
18. I know how to look for a part-time and summer job.
19. I know what jobs are available locally.
20. I know job interview skills.

CATEGORY J--- IMPROVING STUDY AND LEARNING SKILLS

33. I know how to organize my time.
34. I know how to listen and ask questions in class.
35. I know how to organize my class and homework materials.
36. I can take good notes.
37. I know how to start and finish my assignments well.
38. I know how to do well on tests.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL

45. I understand the challenges students have in high school.
46. I know where to go to get help when I have a problem concerning high school.
47. I know what will be expected of me in high school.

CATEGORY O--- PLANNING FOR SCHOOL AND BEYOND

51. I understand high school credits and graduation requirements.
52. I know how to select high school courses that help meet my needs, interests and career goals.
53. I know how academic skills such as math, reading, and science relate to my career goals.
54. I know how to select middle school extra curricular activities that will meet my interests and future goals.
55. I understand how completing high school will better prepare me for the job market.
56. I understand how completing high school will better prepare me to continue my education (vocational technical education, military, and college).
57. I know the classes offered by my area vocational technical school.

HIGH SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- PLANNING AND DEVELOPING CAREERS

NEED ITEM
NUMBER

1. I know how to develop a career plan.
2. I know about possible careers and the world of work.
3. I know how to explore careers in a specific area in which I am interested.
4. I know how to prepare for careers in which I am interested.
5. I have made plans beyond graduation (job opportunities, training programs, college/vocational technical schools, financial aids, military, etc).
6. I understand my interests and abilities, and how these can help me make a career choice.
7. I know how the place where I live affects job opportunities.

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

15. I know about jobs that are usually filled by the opposite sex, but are available to both sexes.
16. I can take courses appropriate to my career choice even though most often they are taken by the opposite sex.
17. I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex.
18. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex.
19. I know how to get along with members of both sexes on the job.
20. I understand how being male or female affects my career choice.

CATEGORY D--- MAKING DECISIONS ABOUT COLLEGE

21. I know about various colleges and what they offer.
22. I know how to pick a college.
23. I have visited colleges.
24. I know how to choose colleges that would help prepare me for a specific career.
25. I know how to decide on a field of study.
26. I know which majors would prepare me for specific careers, and I know the future of those careers.
27. I know how to obtain scholarship and financial aid information.
28. I know how to find a place to live while attending college.

CATEGORY L--- PLANNING HIGH SCHOOL CLASSES

72. I know the requirements for high school graduation.
73. I know how to select courses that will help me meet my career goals.
74. I know how to select courses that fit both my needs and interests.
75. I can make a plan of high school classes which will be best for me (reviewed and changed as needed).

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME NOW AND IN THE FUTURE

83. I know how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies and sports)
84. I know which leisure and recreational activities best fit my interests and needs.
85. I understand how a job affects leisure time.
86. I know how friends can affect my leisure time.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING SELF

8. I understand my values.
9. I understand, accept, and like myself.
10. I have confidence in myself.
11. I understand how my feelings affect my behavior.
12. I am able to state my own ideas.

13. I can handle personal difficulties.
14. I can deal with life when I feel down.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

48. I can understand others.
49. I can get along with my family.
50. I know good ways of communicating feelings.
51. I can develop close and lasting friendships.
52. I can accept others as well as be accepted by them.
53. I respect other people whose views differ from mine.
54. I can talk to someone when I need help.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

67. I know the physical and mental effects of drugs and alcohol.
68. I know the penalties of drug and alcohol use.
69. I know how to help a friend who has a problem with drugs or alcohol.
70. I know where to find help for alcohol or drug problems.
71. I can handle pressure from my friends related to the use of drugs and alcohol.

CATEGORY P--- LEARNING ABOUT MARRIAGE AND FAMILY RESPONSIBILITIES*

93. I know important things to consider when choosing a wife or husband.
94. I know about things that often cause difficulties in a marriage.
95. I know some things that make a marriage work.
96. I know how children affect a marriage.
97. I know about the kinds of decisions and difficulties I will face as a parent.
98. I know about the causes and results of divorce.

*This category is generally addressed in other curricular areas and assistance may be provided by the counseling staff.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY E--- PREPARATION FOR FINDING JOBS

29. I know what employers expect of applicants and employees.
30. I can complete application forms properly.
31. I know what to do during a job interview.
32. I can develop a resume (personal information sheet for employers).
33. I know where and how to start looking for a job.

CATEGORY F--- MAKING DECISIONS

34. I know what my goals are and the value of these goals.
35. I can make decisions.
36. I can evaluate or judge decisions I have already made.
37. I can follow through on good decisions and can change poor decisions.
38. I know how to get along in a changing world.
39. I can identify the real problem when I have difficulties.
40. I can come up with many possible solutions to a problem.

CATEGORY G--- LEARNING CONSUMER AND HOMEOWNER SKILLS*

41. I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.).
42. I know about the kinds of daily expenses that I will face in life.
43. I understand credit purchases and installment buying.
44. I know how to budget, spend, and invest my money wisely.
45. I have increased my knowledge about such items as cars, stereo systems, and appliances.
46. I know and understand the necessary steps in renting or buying a home.
47. I know how to use common hand tools to build or repair things.

*Although this category appears on the needs survey, its purpose is data collection for building wide planning and is addressed in other curricular areas.

CATEGORY I--- FINDING JOBS

55. I know what jobs are available locally.
56. I know how to find part-time work and summer work.
57. I know how to find a full-time job after graduation.
58. I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs.
59. I know which persons and which agencies will help me find a job.
60. I know the benefits, working conditions, and opportunities for advancement in jobs.

CATEGORY J--- IMPROVING BASIC SKILLS AND STUDY/ LEARNING SKILLS

61. I know how to improve my writing, reading, speaking, listening, and math skills.
62. I can complete the tasks and projects which I start.
63. I know how to improve my test-taking skills.
64. I know how to develop learning habits and skills that I can use throughout life.
65. I know how to study and how to get the most out of my study time.
66. I know how to take notes.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS WHO HAVE GRADUATED

76. I know what jobs graduates found and where.
77. I know the problems graduates had in finding jobs.

CATEGORY O--- VOCATIONAL SELECTION AND TRAINING

78. I have visited vocational programs before enrollment.
79. I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my high school.
80. I know how basic skills (math, reading, etc.) relate to my vocational goals.
81. I know my strongest vocational interests, aptitudes, and abilities.
82. I have received assistance in enrolling in a vocational program in which I have interests, aptitudes, and abilities.
83. I know the job opportunities available to those who complete area vocational school training.

ELEMENTARY SCHOOL (4-6)
NEEDS ASSESSMENT TABLE

GRADE 4 GRADE 5 GRADE 6 SUM OF RANKS ACROSS GRADE LEVELS
(GROUP RANKS)

A____

B____

C____

D____

E____

F____

G____

H____

I____

J____

K____

L____

M____

N____

O____

P____

TOP 2 CATEGORIES IN EACH AREA

AREA 1 AREA 2 AREA 3

1____

____

2____

____

MIDDLE/JUNIOR HIGH SCHOOL (6-9)
NEEDS ASSESSMENT TABLE

	GRADE 6 (GROUP RANKS)	GRADE 7	GRADE 8	GRADE 9	SUM OF RANKS ACROSS GRADE LEVELS.
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					
M					
N					
O					
P					

TOP 2 CATEGORIES IN EACH AREA

	AREA 1	AREA 2	AREA 3
1			
2			

NEEDS ASSESSMENT TABLE

GRADE 9 GRADE 10 GRADE 11 GRADE 12 SUM OF RANKS
(GROUP RANKS) ACROSS GRADE
LEVELS.

A____

B____

C____

D____

E____

F____

G____

H____

I____

J____

K____

L____

M____

N____

O____

P____

TOP 2 CATEGORIES IN EACH AREA

AREA 1 AREA 2 AREA 3

1____

____

2____

____

TOP CATEGORIES PER AREA WORKSHEET

Directions: Take the highest ranked needs in each area. Use professional judgment, plus that of administrators and the advisory committee. Look at the amount of time budgeted to spend on the curriculum. Study the amount of time that each activity takes and make the decisions as to how many competencies can be covered.

Area I Career Planning and Exploration	Area II Knowledge of Self and Others	Area III Education and Vocational Development
Category____	Category____	Category____
Competencies	Competencies	Competencies
________________________	________________________	________________________
________________________	________________________	________________________
________________________	________________________	________________________
________________________	________________________	________________________
Category____	Category____	Category____
Competencies	Competencies	Competencies
________________________	________________________	________________________
________________________	________________________	________________________
________________________	________________________	________________________
________________________	________________________	________________________

Note: Competencies need to be selected from the Needs Survey as well as from other district data sources. The competencies need to be balanced between the three areas. The Advisory Council should assist in making the decision regarding competencies selected. Generally, a school could expect to address approximately 15-20 competencies to fit the time allotment.

COMPETENCY WORKSHEET

Directions: Choose competencies to address the top five categories

Category 1____

Competency

a.____

b.____

c.____

d.____

e.____

Category 2____

Competency

a.____

b.____

c.____

d.____

e.____

Category 3____

Competency

a.____

b.____

c.____

d.____

e.____

Category 4____

Competency

a.____

b.____

c.____

d.____

e.____

Category 5____

Competency

a.____

b.____

c.____

d.____

e.____

TIME AND TASK ANALYSIS FORM
15 MINUTE INTERVALS

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE ACTIVITIES
EXAMPLES OF ACTIVITIES	CLASSROOM ACTIVITIES,GROUP ACTIVITIES	INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	CONSULTATION, PERSONAL COUNSELING SMALL GROUPS, INDIVIDUAL COUNSELING, CRISES COUNSELING, REFERRAL	RESEARCH, STAFF/COMMUNITY DEVELOPMENT, PROFESSIONAL DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S, FIGURING CLASS RANK
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
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7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
Daily Blocks:					
Grand Total (Total Blocks):					
Daily Percentage:					
Grand Total (Daily Percentage):					

TIME AND TASK ANALYSIS FORM
30 MINUTE INTERVALS

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE ACTIVITIES
EXAMPLES OF ACTIVITIES	CLASSROOM ACTIVITIES, GROUP ACTIVITIES	INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	CONSULTATION, PERSONAL COUNSELING,SMALL GROUPS, INDIVIDUAL COUNSELING, CRISES COUNSELING,REFERRAL	RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, PROFESSIONAL DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S, FIGURING CLASS RANK
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:15					
9:15 - 9:30					
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7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
Daily Blocks:					
Grand Total (Total Blocks):					
Daily Percentage:					
Grand Total (Daily Percentage):					

COUNSELORS TWO WEEK CALENDAR

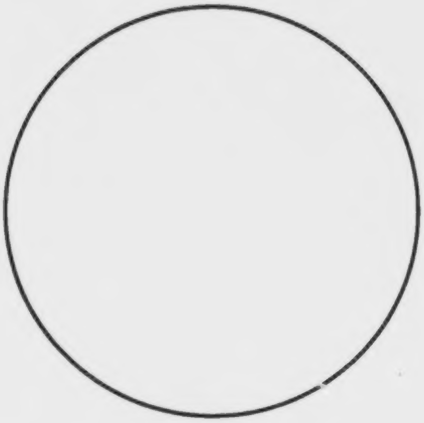
WEEK I	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. M.					
P. M.					
AFTER SCHOOL					
WEEK II	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. M.					
P. M.					
AFTER SCHOOL					

Total Times Curriculum___ Individual Planning___ Responsive Services___ System Support___ Non-Guidance___
% of Time Curriculum___ Individual Planning___ Responsive Services___ System Support___ Non-Guidance___

Monthly and Yearly Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

TIME DISTRIBUTION FORM
ELEMENTARY LEVEL



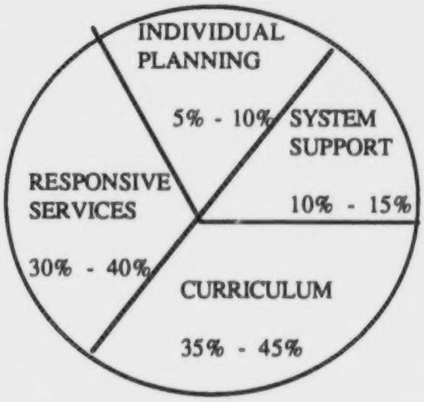
Current District Program Percentages

Current District Program Percentages

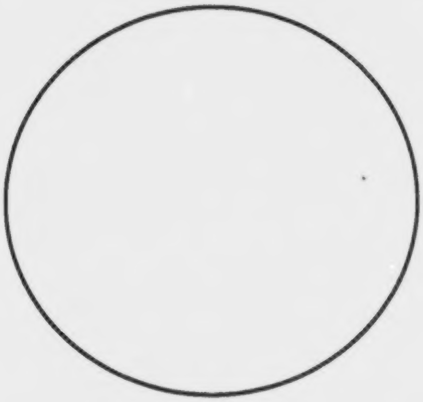
____ guidance curriculum
____ individual planning
____ responsive services
____ system support
____ non-guidance

State-Suggested Percentages

35% - 45%	guidance curriculum
5% - 10%	individual planning
30% - 40%	responsive services
10% - 15%	system support
0%	non-guidance



State Suggested Percentages

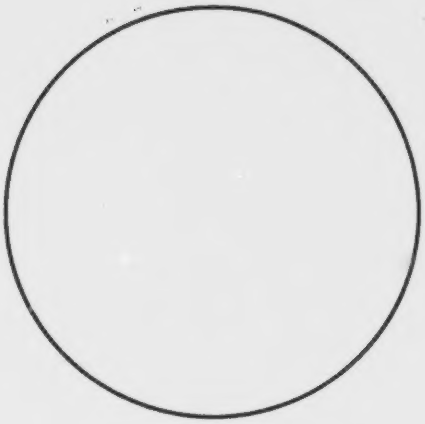


Desired District Program Percentages

Desired District Program Percentages

____ guidance curriculum
____ individual planning
____ responsive services
____ system support

TIME DISTRIBUTION FORM
MIDDLE SCHOOL/JR. HIGH LEVEL



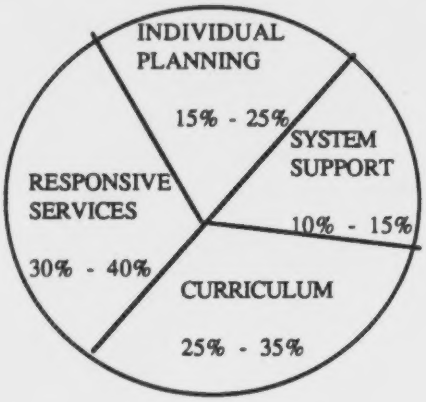
Current District Program Percentages

Current District Program Percentages

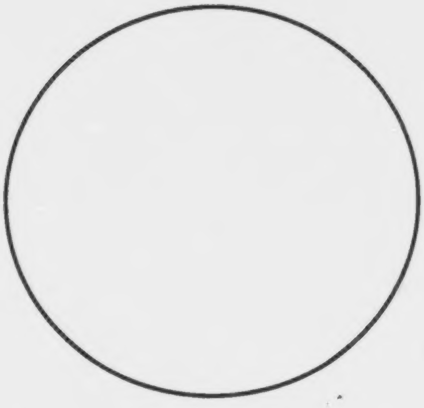
____ guidance curriculum
____ individual planning
____ responsive services
____ system support
____ non-guidance

State-Suggested Percentages

25% - 35%	guidance curriculum
15% - 25%	individual planning
30% - 40%	responsive services
10% - 15%	system support
0%	non-guidance



State Suggested Percentages

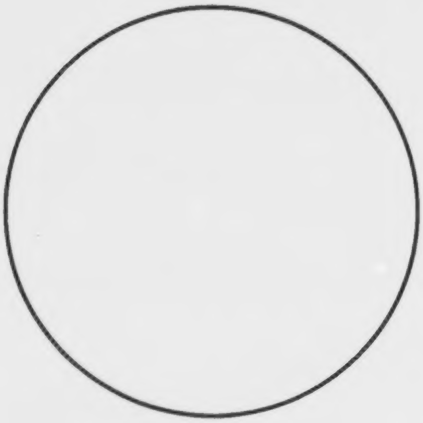


Desired District Program Percentages

Desired District Program Percentages

____ guidance curriculum
____ individual planning
____ responsive services
____ system support

TIME DISTRIBUTION FORM
HIGH SCHOOL LEVEL



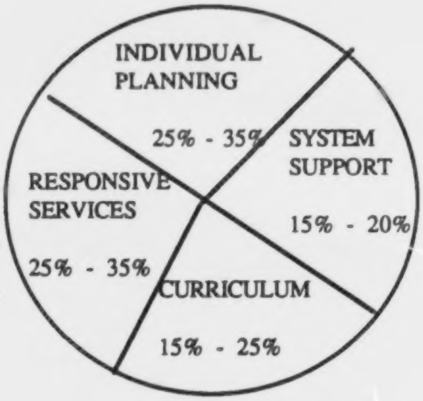
Current District Program Percentages

Current District Program Percentages

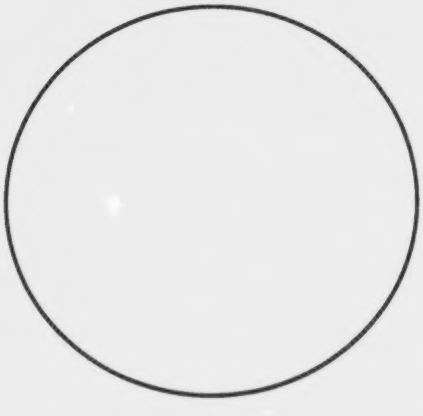
____ guidance curriculum
____ individual planning
____ responsive services
____ system support
____ non-guidance

State-Suggested Percentages

15% - 25%	guidance curriculum
25% - 35%	individual planning
25% - 35%	responsive services
15% - 20%	system support
0%	non-guidance



State Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

____ guidance curriculum
____ individual planning
____ responsive services
____ system support

A checklist can be utilized as documentation. This can help clarify specific tasks that need to be completed.

DOCUMENTATION FILE CHECKLIST

	In Process	Completed
1. Written definition of philosophy		
2. Board of Education assurances		
3. List of advisory council members		
4. Agenda and minutes of advisory council meetings		
5. Summary of needs assessment data		
6. Categories and competencies based on needs assessment data		
7. Guidance learning activities		
8. Summary sheet of time and task analysis		
9. Time distribution wheel form		
10. Master calendar		

Sample Job Description
Elementary School Counselor

Primary Functions

As a member of the district Guidance department staff, a counselor is to provide a comprehensive guidance program for students in grades K-6. The counselor provides activities to meet the needs of the students, consults with teachers, staff and parents to enhance their effectiveness in helping students, and provides support to other elementary educational programs.

Major Job Responsibilities

1. Implement the elementary guidance curriculum.
2. Guide and counsel groups and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff and parents regarding meeting the developmental needs of students.
5. Refer students with severe problems to appropriate community resources in consultation with their parents.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance program.
8. Pursue professional growth.

Key Duties

1. Implement the elementary guidance curriculum: Conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and/or be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.

2. Guide and counsel groups and individual students through the development of educational and career plans: Provide orientation activities for students new to the school; participate in orientation programs for parents and students; assist students in the transition from elementary to middle/junior high school; inform students and their parents of test results and their implications for educational planning; provide resources and information to assist in career awareness and career exploration activities.

3. Counsel small groups and individual students with problems: Conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the elementary level may include self awareness, self identity, academic problems, behavior problems, peer problems, family issues, child abuse and substance abuse.

4. Consult with teachers, staff and parents regarding meeting the developmental needs of students: Participate in staffings; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school related problems.

5. Refer students with severe problems to appropriate community agencies in consultation with their parents: Consult and coordinate with in-district and community agencies, such as school psychologists, nurses, administrators and community-based psychologists, service agencies and physicians.

6. Coordinate, conduct or participate in activities which contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with all grade levels; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; participate with the administration and faculty as a team member in the implementation of the district testing program.

7. Evaluate and revise the building guidance program: Review periodically with staff and administration the guidance program using the program evaluation self-study; review and modify the program calendar and evaluate guidance learning acitivities.

8. Pursue professional growth: Attend state and local staff development programs; join professional associations (MSCA, MVA, AACD, MACD, AVA, etc.); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

Time Distribution for Elementary School Counselors

In order to carry out a comprehensive developmental guidance program the following allocations of time are suggested:

Guidance Curriculum	35%-45%
Individual Planning	5%-10%
Responsive Services	30%-40%
System Support	10%-15%
Non-Guidance	0%

Sample Job Description
Middle/Junior High School Counselor

Primary Functions

As a member of the Guidance department staff, a counselor is to provide a comprehensive guidance program for students in grades 6-9. The counselor provides activities to meet the needs of the students, consults with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other middle/junior high school educational programs.

Major Job Responsibilities

1. Implement the middle/junior high school guidance curriculum.
2. Guide and counsel groups of and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff and parents regarding meeting the developmental needs of students.
5. Refer students with severe problems to appropriate community resources in consultation with their parents.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance program.
8. Pursue professional growth.

Key Duties

1. Implement the middle/junior high school guidance curriculum: Conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers, consult with and be a resource person for teachers to facilitate the infusion of guidance activities into the regular education curricula.

2. Guide and counsel groups of and individual students through the development of educational and career plans: Provide orientation activities for students new to the school; participate in orientation programs for incoming parents and students; assist students in the transition from middle/junior high school to high school; inform students and parents of test results and their implications for educational and career planning; and provide resources and information to assist in further career awareness and career exploration activities.

3. Counsel small groups and individual students with problems: Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the middle/junior high school level may include self awareness, self identity, academic problems,

behavior problems, peer problems, family issues, child abuse, substance abuse, suicide (threats and attempts) and sexuality issues.

4. Consult with teachers, staff and parents regarding meeting the developmental needs of students: Participate in staffings; conduct inservice programs for faculty; conduct/facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school related problems.

5. Refer students with severe problems to appropriate community agencies in consultation with their parents: Consult and coordinates with in-district and community agencies, such as school pyschologists, nurses, administrators and community-based psychologists, service agencies and physicians.

6. Coordinate, conduct or participate in activities which contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with the various grade levels or instructional departments; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; and participate with the administration and faculty as a team member in the implementation of the district testing program.

7. Evaluate and revise the building guidance program: Review periodically with staff and administration the guidance program using the program evaluation self study; and review and modify the program calendar and evaluate guidance learning activities.

8. Pursue professional growth: Attend state and local staff development programs; join professional associations (MSCA, MVA, AACD, MACD, AVA, etc.); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

Time Distribution for Middle/Junior High School Counselors

In order to carry out a comprehensive developmental guidance program the following allocations of time are suggested:

Guidance Curriculum	25%-35%
Individual Planning	15%-25%
Responsive Services	30%-40%
System Support	10%-15%
Non-Guidance	0%

Sample Job Description
High School Counselor

Primary Functions

As a member of the Guidance department staff, a counselor is to provide a comprehensive guidance program for students in grades 9-12. The counselor provides activities to meet the needs of their assigned case-load, consults with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other high school educational programs.

Major Job Responsibilities

1. Implement the high school guidance curriculum.
2. Guide and counsel groups of and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff and parents regarding meeting the developmental needs of students.
5. Refer students with severe problems to appropriate community resources in consultation with their parents.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance program.
8. Pursue professional growth.

Key Duties

1. Implement the high school guidance curriculum: Conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.

2. Guide and counsel groups of and individual students through the development of educational and career plans: Provide orientation activities for students new to the school; participate in orientation programs for incoming 9th graders; guide 9th and 10th graders in the updating of their "High School Four Year Plans"; guide 11th and 12th graders to assist them in evaluating their current status and requirements needed for High School graduation; guide 12th graders to help them to develop and take appropriate steps toward implementing their post-high school educational or career plans; assist in pre-registration of students; guide groups of and individual students and their parents in the use of test results and information for education and

career planning; guide all students to develop tentative career/vocational plans through the use of resources in the guidance center such as MOVIEW.

3. Counsel small groups and individual students with problems: Conduct structured, goal-oriented counseling sessions to meet the identified needs of individual or groups of students. Session topics at the high school level may include self concept, academic problems, attendance and behavior problems, peer problems, family issues, child abuse, substance abuse, suicide (threats and attempts), and sexuality issues.

4. Consult with teachers, staff and parents regarding meeting the developmental needs of students: Participate in staffings; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; assist families with school related problems.

5. Refer students with severe problems to appropriate community agencies in consultation with their parents: Consult and coordinates with in-district and community agencies, such as school psychologist, nurses, and administrators and community-based psychologists, services agencies and physicians.

6. Coordinate, conduct or participate in activities which contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with the various instructional departments; act as an advocate for groups or individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted educational and special education; and participate with the adminstration and faculty as a team member in the implementation of the district testing program.

7. Evaluate and revise the building guidance program: Review periodically with the staff and administration the guidance program using the program evaluation self study; review and modify the guidance program calendar; evaluate guidance learning activities.

8. Pursue professional growth: Attend state and local staff development programs; join professional associations (MSCA, MVA, AACD, MACD, AVA, etc.); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

Time Distribution for High School Counselors

In order to carry out a comprehensive, developmental guidance program the following allocations of time are suggested.

Guidance Curriculum	15%-25%
Individual Planning	25%-35%
Responsive Services	25%-35%
System Support	15%-25%
Non-Guidance	0%

Sample Job Description
Area Vocational Technical School Counselor

Primary Functions

As a member of the Guidance department staff, the area vocational technical school counselor is to provide a program which maximizes students' entry into appropriate vocational programs, provide guidance for students while enrolled and ensure appropriate placement of exiting students.

Major Job Responsibilities

1. Manage the guidance and placement program
2. Participate in student recruitment, assessment, orientation, counseling, referral, and placement
3. Coordinate efforts to provide all students with job-seeking and job-retention skills
4. Conduct or coordinate student follow-up.
5. Consult with parents or guardians, teachers and other appropriate personnel as necessary.

Key Duties

1. Manage the guidance and placement program. Maintain an on-going public relations delivery system to promote the benefits of the program; conduct an annual formal evaluation of the objectives, activities, and outcomes of the program; review all materials and policies to ensure that they are free from sex bias, stereotyping, and discrimination.

2. Coordinate the recruitment, orientation and selection procedures: Develop and utilize recruitment and orientation materials; develop and implement strategies for recruiting targeted populations; utilize assessment data and other student information for assistance in appropriate instructional placement through a cooperative effort with sending schools; assist in securing financial aid for eligible students.

3. Address the individual needs of students through appropriate guidance, counseling, assessment, and referral services: Provide individual and group guidance and counseling to assist students in making informed decisions about their occupational or educational futures, personal adjustment, and educational progress; assist students in making occupational/educational decisions through appropriate testing and assessment; provide referral services to students when their needs are beyond the training and experiences of school personnel; make available and disseminate current resource material for occupational or educational planning.

4. Assist all students in reaching their career and employment goals: Disseminate job opening information including job requirements to students; provide opportunities for student contact with employers; assist students with placement into continuing education; assist students with placement into the military.

5. Provide all students with job-seeking and job-retention skills: Locate potential employers; teach effective interviewing skills, preparation of applications, resumes, and letters of inquiry; help students assess the potential of job opportunities, understand the importance of positive attitude and behavior and effective interpersonal skills, see the need for lifelong learning for career advancements, and be aware of legal rights and responsibilities of employers and employees.

6. Coordinate follow-up studies which comply with federal and state regulations: Coordinate a student post graduate follow-up with input from the employer; disseminate follow-up results.

COUNSELOR PERFORMANCE BASED EVALUATION

During the 1984-85 school year, Missouri's statewide committee on performance based evaluation developed criteria to be used in the evaluation of counselors. These criteria were intended as part of the performance based teacher evaluation process. The specific items identified were initially organized by a state wide committee of school counselors. It was revised in 1989 using the Missouri Comprehensive Program Model Structure.

Because the evaluation criteria for school counselors relate directly to the Comprehensive Guidance Program, it is essential for the evaluator to confer with the counselor early in the school year regarding these criteria.

Included in this package are sample forms which may be used in evaluating counselors. The format is the same as used in teacher evaluation and reflect the criteria identified for counselors. These forms include the following:

*Pre-observation Worksheet
*Formative Observation Form
*Job Target Sheets
*Summative Evaluation Report

FORMATIVE EVALUATION

Three forms or instruments provide the basis for gathering information and setting goals during the formative evaluation phase. These are the Pre-Observation Worksheet, the Formative Observation Form and the Job Target Sheet. Samples of these forms are provided on the following pages.

The Pre-Observation Worksheet is completed prior to the pre-observation conference and discussed with the evaluator during the pre-observation conference. Use of this worksheet provides the evaluator with an understanding of goals and activities prior to the scheduled observation. It it important to note that many criteria relate to the establishment of direction and goals for the counseling guidance program. It is suggested that evaluators confer with counselors early in the year to discuss the goals established for this program. This may be accomplished during the pre-observation conference prior to a scheduled observation.

During the observation, the evaluator takes sequential notes, recording specifically the activities, events and relevant statements observed. From these notes the evaluator completes the Formative Observation Form. This instrument allows the evaluator to record pertinent information about performance criteria in a useful and logical manner. The Formative Observation Form is completed following both scheduled and unscheduled observations.

The Job Target Sheet assists in the attainment of identified goals. To complete the Job Target, the performance area and the specific criterion statement for the desired objective should be identified. Then the desired improvement objective should be stated in terms similar to the descriptor(s) for that criterion. The procedures for achieving the objective should include the activities and responsibilities of both the counselor or librarian and evaluator. The appraisal method and target dates describe the means by which the evaluator will determine if the objective has been accomplished and the schedule for that accomplishment.

PRE-OBSERVATION WORKSHEET
COUNSELOR

Counselor	Date
School	Period/Time

Counselor completes this form and discusses content with administrator prior to scheduled observation.

1. What will be accomplished during this observation time?	2. Which of the Comprehensive Guidance program components (Guidance Curriculum, Individual Planning, Responsive Services, System Support) will be addressed?
3. What specific activities will take place?	4. Are there any special circumstances of which the evaluator should be aware?
Notes:	Notes:

Counselor's Signature/Date	Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

FORMATIVE OBSERVATION FORM

Counselor	Date	School
Time Entered	Time Leaving	Observer

Performance Areas:

1. Implements the Guidance Curriculum component through effective instructional skills and the careful planning of group sessions for students. (classroom activities, group activities)
2. Implements the Individual Planning component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.).
3. Implements the Responsive Services component (consultation, personal counseling, crisis counseling and referral skills).
4. Implements the System Support component through effective program monitoring and management.
5. Establishes effective professional relationships.
6. Fulfills professional responsibilities.

Counselor's Signature	Evaluator's Signature

(Signatures simply imply that information has been discussed.)

JOB TARGET SHEET

Counselor	Date	School

1. Performance Area:

2. *Criterion:

3. Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)

4. Procedures for Achieving Objective(s): (Explanation of counselor and administrator responsibilities)

5. Appraisal Method and Target Dates:

6. Counselor's Comments:

7. Evaluator's Comments:

Counselor's Signature/Date	Evaluator's Signature/Date

- -

Date Objective Achieved:______________________________

Counselor's Signature/Date	Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

SUGGESTIONS FOR WRITING JOB TARGETS

Counselor	Date	School

1. **Performance Area:**
   State here the performance area.

2. ***Criterion:**
   State a specific criterion such as, "selection of individual planning activities consistent with identified student needs."

3. **Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)**
   State the desired objective (outcome) to be accomplished. This will often be similar to a descriptor for that criterion.

4. **Procedures for achieving objective(s): (Explanation of counselor and administrator responsibilities)**
   Provide specific statements which describe what the counselor is to do to achieve an objective and what you will do to assist. These statements define the process, the steps, and the ingredients for change.

5. **Appraisal Method and Target Dates:**
   How will we know when progress is made? How will we monitor that progress? At what point in time do we expect achievement of the objective or adequate progress so that a time extension is appropriate?

6. **Counselor's Comments:**
   Provide the counselor with the opportunity to share his/her thoughts.

7. **Evaluator's Comments:**
   Be positive. If appropriate, take this opportunity to reinforce the change that needs to be made and why it is appropriate.

Counselor's Signature/Date	Evaluator's Signature/Date

Date Objective Achieved:____________________________

Counselor's Signature	Evaluator's Signature

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

SUMMATIVE EVALUATION REPORT FOR COUNSELORS

The Summative Evaluation Report provides a means of synthesizing information obtained during the Formative Evaluation phase. A sample of the suggested Summative Evaluation Report is provided on the following pages. It lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the counselor during the formative phase. The appropriate performance level descriptor should be circled by the evaluator to clearly identify the rating for that criterion and focus attention on that performance level.

The Performance Expecation column represents the level of performance expected of effective counselors. This is the level toward which all should strive. The next column to the right ("In Addition to Performance Expectation") represents exemplary performance and would be typical of only a small percentage of the ratings given. This column should be used with prudence, so that the frequency with which it is used does not dilute the significance of the Performance Expectation column.

A rating below Performance Expectation should have been preceded by efforts to improve that performance through the use of Job Targets. A rating below Performance Evaluation means the counselor is not meeting that criterion at an acceptable level, and appropriate plans for improvement should be continued.

PERFORMANCE BASED EVALUATION FOR COUNSELORS:

PERFORMANCE AREAS AND CRITERIA

Performance Area I

Implements the Guidance Curriculum Component through effective instructional skills and the careful planning of group sessions for students (classroom activities, group activities, etc.), including:

a. effective use of instructional techniques
b. effective use of guidance learning activities
c. active involvement of students in learning
d. selection of competencies consistent with identified student needs
e. evidence of student competency attainment

Performance Area II

Implements the Individual Planning Component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.), including:

a. careful planning for sessions
b. presentation of accurate, relevant, unbiased information
c. involvement of students in personalized educational and career planning
d. accurate and appropriate test interpretation
e. selection of individual planning activities consistent with identified student needs

Performance Area III

Implements Responsive Services Component (consultation, personal counseling, crisis counseling and referral skills), including:

a. appropriate identification of problems and issues to be resolved

b. selection of counseling, consulting and referral interventions appropriate to students' problems and circumstances
c. demonstration of well-planned and goal-oriented sessions
d. use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities
e. active involvement of students in the counseling, consulting and referral process
f. provides timely follow-up
g. provision of services consistent with identified student needs

Performance Area IV

Implements the System Support Component through effective program monitoring and management, including:

a. providing a comprehensive and balanced guidance program
b. selecting program activities which meet identified, student needs and are consistent with building and district goals
c. collecting evidence that students achieve meaninful outcomes from program activities
d. operating within established procedures, policies and priorities
e. contributing to organizational solutions outside of assigned responsibilities
f. implementing programs which explain the school guidance program
g. attending to ideas and concerns expressed regarding the guidance program
h. providing necessary support for other school programs

Performance Area V

Establishes effective professional and interpersonal relationships including:

a. demonstrates positive interpersonal relationships with students
b. demonstrates positive interpersonal relationships with educational staff

c. demonstrates positive interpersonal relationships with parents/patrons

Performance Area VI

Fulfills professional responsible including:

a. participates in professional growth activities
b. follows the policies, procedures, and directives of the school district
c. maintains professional and responsible work habits
d. practices according to ethical standards and legal guidelines

PERFORMANCE AREAS AND CRITERIA

The following is not meant to be all-inclusive nor are all items necessarily mutually exclusive. It should not be used as a checklist, but rather it is intended to make the school counselor's role more tangible in term of the evaluation process.

Performance Area I

Implement Guidance Curriculum Component through the use of effective instructional skills and the careful planning of group sessions for students.

A. Effective use of instructional techniques

1. selects terminal objective
2. weeds out nonessentials
3. instructs at an appropriate level of difficulty
4. selects learning sequence

B. Effective use of guidance learning activities

1. explanation
2. checking for understanding
3. modeling
4. guided practice
5. closure
6. independent practice
7. corrections
8. evaluation

C Active involvement of students in learning

1. varies activities
2. interacts with students in appropriate group formats
3. solicits student participation
4. extends students' responses/contributions
5. secures and maintains students' attention
6. gives clear directions
7. manages students' behavior
8. uses strategies to motivate students for learning

D. Selection of competencies consistent with identified, student needs

1. implements instruction at appropriate level of difficulty
2. assesses student needs formally and informally
3. adheres to district guidance scope and sequence and curriculum

Performance Area II

Implements the Individual Planning Component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.), including:

A. Careful planning of sessions

1. effectively uses guidance learning activity design, with expanded use of guided practice
2. uses variety of guidance techniques
3. understands/applies theories of vocational choice

B. Presentation of accurate, relevant, unbiased information

1. presents information so that students can process/internalize it

    a. uses vocabulary appropriate to the students

2. stresses important points
3. clarifies students' misunderstanding
4. identifies, selects, organizes, and makes accessible educational and career information systems; makes information resources available to students
5. utilizes materials effectively
6. is knowledgeable abut the range of educational and career alternatives and the value of each of these

C Involvement of students in personalized educational and career planning

1. helps students establish goals and use planning skills
2. knows students' abilities, achievements, interests, and goals
3. effectively uses consultation skills as needed
4. encourages parental input into student planning
5. correctly assesses students' educational and career aspiration and information needs
6. conducts activities with groups of sizes conducive to ensure effectiveness and efficiency

D. Accurate and appropriate test interpretation

1. provides appropriate information to students, parents, and school staff in timely manner
2. ensures that individuals know how to read reports of interest/use to them
3. strives to guard against the overinterpretation or other inappropriate use of test results data
4. in presenting test results interpretation, attends to the confidential and private nature of individual test information
5. understands/applies basic statistical concepts essential in the use of appraisal instruments and data
6. understands/applies basic concepts and principles of measurement and evaluation
7. processes appraisal data appropriately for use in guidance and counseling

E Selection of individual planning activities consistent with identified student needs

1. assesses student needs for planning assistance formally and informally
2. presents needs-identification data to reflect data from follow-up studies of former students' actual educatonal and career progress
3. provides information about important dates and tasks to be accomplished
4. adheres to district guidance program framework, time frame and priorities

Performance Area III

Implements Responsive Services Component through effective use of counseling, consultation, and referral skills, including:

A. Appropriate identification of problems/issues to be resolved

1. in counseling, assists students to define their problems
2. in consultation, collaborates with consultee in problem definition
3. in referral, understands and articulates the basis for referral

B. Selection of counseling, consulting or referral interventions appropriate to students' problems and circumstances

1. recognizes own personal/professional limitations and organizes case load appropriately
2. accepts referrals in a competent and professional manner
3. responds appropriately to requests for information

Counseling

1. utilizes a variety of techniques and procedures
2. operates from a consistenly applied and conscious awareness of own theoritcal base
3. is nonjudgmental of students
4. understands the dynamics of individual behavior in the counseling relationship or in a group

Consulting

1. has expertise to share
2. shares information
3. in problem specification, gathers as much information as needed to consult effectively and efficiently
4. in goal setting, understands consultees' responsibilities and goals
5. establishes credibility by being able to suggest a variety of options, alternatives, resources, or strategies

6. coordinates the development and implementation of the consultees' behavioral plan of action

Referral process: problem specification, evaluation of need for referral, resource identification, referral and follow-up.

1. is knowledgeable about sources for referral
2. seeks out referral sources
3. conducts adequate research about referral sources
4. refers at appropriate time in helping process

C. Demonstration of well-planned and goal-oriented sessions

1. sessions are effective: objectives are established and attained
2. sessions are efficient: objectives are the focus of the sessions; however, sensitivity to divergent needs of the group/individual is imperative

D. Use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities

1. discerns when individual or group counseling would be most facilitative to the problem presented by the counselees
2. uses group counseling when it is determined to be more or as effective as individual counseling
3. structures specialized groups as to topic and purpose as well as membership composition
4. displays working knowledge of developmental tasks and coping behaviors of different age levels and the skills to use group techniques appropriate for client level

E. Active involvement of students in the counseling, consulting and referral process

Counseling

1. counseling results in students' acting to solve problems
2. holds student-oriented sessions
3. allows students to speak freely about problems
4. assists students in exploration of affect

5. assists students in goal setting
6. assists students in establishing a concrete, behavioral plan aimed at problem resolution
7. avoids premature advice or superficial reassurance
8. listens effectively

Consulting

1. consulting results in consultee acting to solve problem
2. encourages input from consultee
3. facilitates communication between participants
4. avoids premature, superficial advice or reassurance
5. handles expressions of conflict in a constructive manner
6. is appreciative of ideas expressed by others
7. promotes a spirit of compromise and cooperation
8. listens effectively

Referral

1. exhibits skill in the art of referral such that person needing referral feels comfortable
2. assistance results in client going to referral source
3. initiates contacts between referral sources and individuals who have been referred

F. Provides timely follow-up

1. follows up with students and other clients as to their progress in implementation of the problem-solving action plan
2. ensures communication between appropriate people
3. prepares/maintains appropriate documentation, forms, records, etc. relevant to cases
4. implements follow-up activities as recommended for clients by referral sources

G. Provision of services consistent with identified student needs

1. conducts formal and informal needs assessments
2. determines needs and priorities as perceived by students, parents, staff and administration

3. recognizes situations that need attention
4. attends to priorities established in the guidance program framework and in other district memos

Performance Area IV

Implements system support component through effective program monitoring and management, including:

A. Providing a comprehensive and balanced guidance program

1. uses effective planning skills
    a. assesses program needs and priorities accurately
    b. establishes realistic program goals
    c. uses results of evaluation to improve program
    d. plans program and activities
    e. determines suitable and workable time schedule
    f. plans an overview of the year
    g. writes program plan

2. uses effective organizational skills
    a. establishes meaningful objectives
    b. sequences activities in a meaningful design
    c. sets timelines and follows them
    d. operates from a program calendar

3. uses resources effectively
    a. selects and creates sound materials
    b. manages equipment and facilities and budget effectively
    c. takes proper care/makes proper use of equipment
    d. assigns tasks or duties appropriately/delegates effectively
    e. considers strengths of human talent available
    f. seeks assistance if does not have adequate answers
    g. utilizes administration and other staff as appropriate
    h. provides resource materials and information to students, staff, parents

4. evaluates program effectively

   a. systematically evaluates overall program effectiveness
   b. uses results of evaluation to improve program

B. Selecting program activities that meet identified student needs and are consistent with building and district goals

   1. bases building program on student and community needs
   2. bases building program on the district framework

C Collecting evidence that students achieve meaningful outcomes from program activities

   1. evaluates effectiveness of activities
   2. evaluates quantity and quality of student growth in guidance and counseling activities
   3. provides for a system of evaluating programs and activities
   4. uses results of evaluation tools to reassess program goals, objectives, and strategies
   5. consistently evaluates program activities

D. Operating within established procedures, policies, and priorities

   1. complies with letter and intent of regulations, directives, and instructions form superiors
   2. administers activities in accordance with district guidelines

E. Contributing to organizational solutions outside of assigned responsibilities

   1. works as member of team in working to solve organizational problems
   2. accepts responsibility for helping others learn their responsibilities and is able to do this without taking over others' roles

F. Implementing programs that explain the school guidance program

1. explains the philosophy, priorities, and practices of the guidance program effectively and articulately
2. has a building PR plan for helping the parents as well as the students and staff understand the guidance program and its variety of activities
3. uses a variety of strategies to communicate to parents, e.g., newsletters, columns, parent education sessions, open houses

G. Attending to ideas/concerns expressed regarding the guidance program

1. listens with an open mind
2. accepts suggestions gracefully
3. is not unnecessarily defensive with parents or community representatives; works to understand their concerns
4. maintains professional detachment in circumstances where patrons are misinformed, mistrusting (JER's five categories)

H. Providing necessary support for other school programs

1. cooperates with other departments for the best interests of the students, school and community
2. serves on building and district committee when necessary
3. works cooperately with administrators for the betterment of building and district

Performance Area V

Establishes effective, professional and interpersonal relationships

A. Demonstrates positive interpersonal relations with students

1. promotes positive self-image in students
2. promotes students' self-control
3. makes an effort to know students as individuals

4. interacts with students in a mutually respectful and friendly manner
5. gives constructive criticism and praise when appropriate
6. is available to all students
7. acknowledges the rights of others to hold differing views or values
8. demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups
9. uses discretin in handling confidential information and difficult situations

B. Demonstrates positive interpersonal relations with educational staff

1. works cooperatively with colleagues in planning counseling activities
2. shares ideas, materials and methods with other staff members
3. makes appropriate use of support staff
4. works cooperatively with the schools' administration to implement policies and regulations for which the school is responsible
5. informs administrators and/or appropriate personnel of school-related matters

C Demonstrates positive interpersonal relations with parents/patrons

1. cooperates with parents in the best interest of the students
2. provides a climate which opens up communication between counselor and parent
3. supports and participates in parent-teacher activities
4. promotes patron involvement with school
5. initiates communication with parents when appropriate

Performance Area VI

Fulfills professional responsibilities

A. Participates in professional growth activities

1. demonstrates commitment by participation in professional activities (e.g., professional organizations, coursework, workshops, conferences)
2. takes advantage of opportunities to learn from colleagues, students, parents and community
3. keeps abreast of developments in the counseling profession

B. Follows the policies, procedures and directives of the school district

1. strives to stay informed about policies and regulations applicable to his/her position
2. selects appropriate channels for resolving concerns/problems

C Maintains professional and responsible work habits

1. completes duties promptly and accurately
2. is punctual
3. provides accurate data to the school and district as requested for management purposes
4. carries out duties in accordance with established job description

D. Practicing according to the profession's ethical standards and legal guidelines

1. observes ethical standards of the American School Counselor Association and the American Association of Counseling and Development
2. adheres to district policies and legal guidelines
3. refrains from revealing confidential information inappropriately
4. does not impose personal value judgments on students, their families, or on school staff

5. demonstrates impartiality with respect to sex, ethnicity, or ability of students
6. is aware of own personal/emotional and professional limitations
7. maintains confidentiality within established parameters

During the cycle evaluation year, no more than one third of the formative evaluations would use the regular teacher observation form. A minimum of two thirds of the observations would refer to the special counselor responsibilities.

Summative Evaluation Report Counselor__________________Date_______

Performance Area I: Implementing the Guidance Curriculum Component

Criteria The Counselor. . .	Not Observed ** A I				
A. Uses effective instructional techniques	A I	Displays little or no skill in using effective instructional techniques.	Intermittently displays skill in using effective instructional techniques.	Consistently uses effective instructional techniques.	Displays evidence of superior skill in using effective instructional techniques.
B. Uses guidance learning activities	A I	Displays little or no evidence of use of guidance learning activities	Intermittently displays evidence of use of guidance learning activities.	Consistently uses guidance learning activities.	Displays exceptional use of guidance learning activities.
C. Is actively involved in students learning	A I	Displays little or no evidence of being involved in student learning.	Demonstrates limited involvement in students learning.	Demonstrates active involvement in students learning.	Demonstrates excellent involvement in students learning.
D. Selects competencies consistent with student needs	A I	Shows little or no evidence of selecting competencies consistent with student needs.	Inconsistently selects competencies consistent with student needs.	Effectively selects competencies consistent with student needs.	Demonstrates extreme skill in selecting competencies consistent with students needs.
E. Provides evidence of student competency attainment	A I	Provides little or no evidence of student competency attainment.	Provides limited evidence of student competency attainment.	Consistently provides evidence of student competency atttainment.	Demonstrates superior ability in providing evidence of student competency attainment.

Counselor________________Date_______

Performance Area II: Implementing the Individual Planning Component

Criteria The Counselor. . .	Not Observed ** A I				
A. Carefully plans sessions	A I	Shows little or not evidence of planning for sessions.	Shows inconsistency in planning for sessions.	Consistently and carefully plans for sessions.	Demonstrates exceptional skill in planning sessions.
B. Presents accurate, relevant, unbiased information	A I	Does not present accurate, relevant, unbiased information.	Inconsistently presents accurate, relevant, unbiased information.	Consistently presents accurate, relevant, unbiased information.	Is extremely skillful in presenting accurate, relevant, unbiased information.
C. Involves students in personalized educational and career planning	A I	Demonstrates insufficient involvement in personalized educational and career planning.	Occasionally involves students in personalized educational and career planning.	Consistently involves students in personalized educational and career planning.	Demonstrates superior skill in involving students in personalized educational and career planning.
D. Accurately and appropriately interprets test information	A I	Demonstrates insufficient skill and knowledge necessary to interpret test information accurately and appropriately.	Inconsistently demonstrates the skill and knowledge necessary to interpret test information accurately and appropriately.	Consistently demonstrates the skill and knowledge necessary to interpret test information accurately and appropriately.	Demonstrates extreme skill and knowledge in interpreting test information accurately and appropriately.
E. Selects individual planning activities consistent with identified student needs.	A I	Shows little or no evidence of selecting individual planning activities consistent with identified student needs.	Inconsistently selects individual planning activities consistent with identified student needs.	Effectively select individual planning activities consistent with identified student needs.	Shows superior ability in selecting individual planning activities consistent with identified student needs.

Performance Area III: Implementing the Responsive Services Component Counselor________________ Date________

Criteria The Counselor. . .	Not Observed ** A I				
A. Identifies problems and issues to be resolved	A I	Shows little or no ability to identify problems and issues to be resolved.	Inconsistently identifies problems and issues to be resolved.	Consistently identifies problems and issues to be resolved.	Demonstrates superior ability to identify problems and issues to be resolved.
B. Selects counseling, consulting, and referral interventions appropriate to students' problems	A I	Shows little or no ability to select counseling, consulting, and referral interventions appropriate to students' problems.	Inconsistently selects counseling, consulting, and referral interventions appropriate to students' problems.	Effectively selects counseling, consulting and referral interventions appropriate to students' problems.	Demonstrates exceptional ability to select counseling, consulting and referral interventions appropriate to students' problems.
C. Conducts well planned and goal oriented sessions	A I	Does not conduct well planned and goal oriented sessions.	Occasionally conducts well planned and goal oriented sessions.	Consistently conducts well planned and goal oriented sessions.	Demonstrates exceptional ability to conduct well planned and goal oriented sessions.
D. Uses small group and individual techniques appropriate to students' needs	A I	Displays little or no ability to use small group or individual techniques appropriate to students' needs.	Intermittently uses small group and individual techniques appropriate to students' needs.	Effectively uses small group and individual techniques appropriate to students' needs.	Displays excellent ability to use small group and individual techniques appropriate to students' needs.
E. Involves students in the counseling, consulting and referral process	A I	Very seldom or never involves students in the counseling, consutling and referral process.	Inconsistently involves students in counseling, consulting, and referral process.	Consistently involves students in the counseling, consulting and referral process.	Demonstrates superior skill in including students in the counseling, consulting, and referral process.
F. Provides timely follow-up	A I	Shows little or no effort to provide timely follow-up.	Occasionally provides timely follow-up.	Consistently provides timely follow-up.	Demonstrates exceptional ability in providing timely follow-up
G. Provides services consistent with identified student needs.	A I	Shows little or no evidence of providing services consistent with identified student needs.	Occasionally provides services consistent with identified student needs.	Effectively provides services consistent with identified student needs.	Demonstrates exceptional skill in providing services consistent with identified student needs.

Performance Area IV: Implementing the System Support Component Counselor__________________Date________

Criteria: The Counselor	Not Observed ** A I				
A. Provides a comprehensive and balanced guidance program	A I	Does not provide a comprehensive and balanced guidance program.	Ineffectively provides a comprehensive and balanced guidance program.	Clearly organizes and provides a comprehensive and balanced program.	Demonstrates superior ability to organize and provide a comprehensive and balanced guidance program.
B. Selects program activities which meet student needs and are consistent with building and district goals.	A I	Shows little or no evidence of selecting program activities which meet student needs and are consistent with building and district goals.	Inconsistently selects program activities which meet student needs and are consistent with building and district goals.	Effectively selects program activities which meet student needs and are consistent with building and district goals.	Demonstrates exceptional skill at selecting program activities which meet student needs and are consistent with building and district goals.
C. Collects evidence that students achieve meaningful outcomes from program activities	A I	Shows little or no evidence that students achieve meaningful outcomes as a result of program activities.	Collect inconsistent evidence that supports students achieve meaningful outcomes as a result of program activities.	Collects data that clearly shows students achieve meaningful outcomes as a result of program activities.	Shows superior skill in collecting data supporting student achievement of meaningful outcomes as result of program activities.
D. Operates within established procedures, policies and priorities	A I	Ignores established procedures, policies and priorities.	Inconsistently operates within established procedures, policies and priorities.	Consistently operates within established procedures, policies and priorities.	Displays extreme skill for operating within established procedures, policies and priorities.
E. Contributes to organizational solutions outside of assigned responsibilities	A I	Shows little or no evidence of contributing to organizational solutions outside of assigned responsibilities.	Intermittently contributes to organizational solutions outside of assigned responsibilities.	Consistently contributes to organizational solutions outside of assigned responsibilities.	Constantly provides leadership necessary that contributes to organizational solutions outside of assigned responsibilities
F. Implements programs to explain the school guidance program	A I	Displays little or not energy to implement programs to explain the school guidance program.	Ineffectively implements programs to explain the school guidance program.	Effectively implements programs to explain the school guidance program.	Provides extra efforts to implement programs to explain the school guidance program.
G. Attending to ideas and concerns expressed regarding the guidance program	A I	Ignores ideas and concerns expressed regarding the guidance program.	Inconsistently attends to ideas and concerns expressed regarding the guidance program.	Effectively attends to ideas and concerns expressed regarding the guidance program.	Actively solicits and is extremely skillful in attending to idas and concerns regarding the guidance program.
H. Provides necessary support for other school programs	A I	Shows little or no support for other school programs.	Occasionally provides necessary support for other school programs.	Consistently provides necessary support for other school programs.	Seeks out and voluntarily provides support for other school programs.

Performance Area V: Professional and Interpersonal Relationships Counselor________________ Date_________

Criteria The Counselor. . .	Not Observed ** A I				
A. Demonstrates positive interpersonal relations with students	A I	Is unresponsive to the needs of students.	Intermittently shows sensitivity to the needs of students.	Demonstrates sensitivity to all students.	Willingly provides extra efforts to meet the needs of students.
B. Demonstrates positive interpersonal relations with educational staff	A I	Shows little or not interest in interacting with educational staff.	Intermittently shows interest in activities of educational staff.	Works well with members of educational staff.	Provides leadership to promote a good working relationship with educational staff.
C. Demonstrates positive interpersonal relations with parents/patrons	A I	Shows little or no interest in interacting with parents/patrons.	Intermittently shows interest in the activities and needs of parents/patrons.	Works well with parents/patrons.	Provides active leadership to promote a good working relationship with parents/patrons.

Performance Area VI: Professional Responsibilities Counselor__________________ Date_________

Criteria The Counselor	Not Observed ** A I				
A. Participates in professional growth activities	A I	Shows little or no interest in professional growth activities.	Occasionally participates in professional growth activities.	Seeks outs and voluntarily participates in relevant professional activities.	Initiates professional growth activities; encourages other staff to participate in professional activities.
B. Follows the policies and procedures of the school district	A I	Does not comply with school and district regulations and policies.	Intermittently complies with school and district regulations and policies.	Fully complies with school and district regulations and policies.	Provides leadership in the development and improvement of school and district regulations and policies.
C. Demonstrates a sense of professional responsibility in work habits	A I	Does not fulfill directed school responsibilities.	Needs to be reminded to meet directed school responsibilities.	Fulfills directed school responsibilities.	Is self-motivated; assumes extra responsibilities willingly.
D. Practices ethical standards and follows legal guidelines	A I	Ignores ethical standards and does not follow legal guidelines.	Inconsistently practices ethical standards and occasionally follows legal guidelines.	Consistently practices ethical standards and follows legal guidelines.	Provides leadership and example in efforts to practice ethical standards and follow legal guidelines.

Comments:	**Comments:**

______________________________ Counselor's Signature/Date

______________________________ Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)

SAMPLE PROGRAM
EVALUATION SELF-STUDY FORM

The following form is designed to be used by counselors and administrators to conduct a self-study of the guidance program. The first two pages provide demographic information about the school, the number and case loads of the counselors involved and the distribution of counselor time across the guidance program components.

Following the first two pages are the program standard indicators. Mark for each indicator whether or not the item is in place (yes or no) and then rate the effectiveness of that items on the scale provided ("1" is low and "5" is high).

SAMPLE PROGRAM EVALUATION SELF-STUDY

GUIDANCE DEPARTMENT STAFF:

____
____
____
____
____
____
____
____

I. DESCRIPTION OF SCHOOL, COMMUNITY AND GUIDANCE PROGRAM.

Current Enrollment___________________________________

# Students / Grade Level:

Grade	Number
_____	_______
_____	_______
_____	_______
_____	_______
_____	_______
_____	_______

Generalization of Socio-Economic status of student body:______

____

Ethnic composition of student body by percentage:

Asian	_______
Black	_______
Hispanic	_______
White	_______
Other	_______

Generalization of educational level of students (based on school summary report of standardized test results):

Achievement__________________ Abilities____________________

Number of faculty______________________________

Other specialists available to students:______________________

____

Definition of counselor caseload:

# of Counselors ______
# of Counselees per counselor ______

Counselor caseload assignments:___________________________

____

____

If the counselors have special assignments, please list them below:

____

____

The time distribution for the delivery of the Comprehensive Guidance Program for the school year was as follows:

Component	Percentage
Guidance Curriculum	__________
Individual Planning	__________
Responsive Services	__________
System Support	__________
Non-Guidance	__________

COMPREHENSIVE GUIDANCE PROGRAM STANDARDS AND INDICATORS

Guidance Programs - through a comprehensive guidance program, school counselors provide important program activities to students, parents, teachers and administration.

A. In each attendance center there is a comprehensive guidance program which has a defined adminstrative structure.

1. Is there a written definition and a written philosophy for the guidance program?

*Yes*___ 1 2 3 4 5
*No*___

   a. There is a written definition for the guidance program.
   b. There is a written philosophy for the guidance program.

2. Are the guidance facilities appropriate and do they correlate with the goals of the program?

*Yes*___ 1 2 3 4 5
*No*___

   a. There is a properly equipped, soundproof office for each counselor.
   b. There is adequate storage space.
   c. Space if available for individual, small group or classroom size group activities.

3. Has an advisory council been established and maintained that provides support, offers advice and reviews program activities?

*Yes*___ 1 2 3 4 5
*No*___

   a. There is a listing of advisory council membership.
   b. There is evidence of schedules meetings.
   c. There is a mission statement for the advisory council.

4. Are guidance resource materials and equipment available which meet guidance program requirements?

*Yes*___ 1 2 3 4 5
*No*___

   a. Community resources have been identified.
   b. Printed, audio visual and video materials are adequate to meet the needs of the program.

c. There is a well organized and displayed collection of guidance resource materials and equipment.
d. Guidance resource materials are reviewed and updated on a regular basis.
e. Guidance resource materials are reviewed to ensure that they are free from sex bias, stereotyping and discrimination.

5. Is there an organized and functional staffing pattern for the guidance program?

*Yes*___ 1 2 3 4 5
*No*___

a. An organizational structure/chart is developed which shows:

   1. A designated administrative unit at the district and building level for guidance.
   2. A designated person within the district and building level who is responsible for overall administration and coordination of guidance program activities.
   3. Certified counselors are employed within the state standards for counselor pupil ratio.
   4. Adequate secretarial/clerical support is provided.

b. There is a job description for counselors at all levels directly based on the guidance program structure.

6. Is there an adequate budget to carry out the full intent of the guidance program.

*Yes*___ 1 2 3 4 5
*No*___

a. A budget is in place that fully supports the guidance program.
b. The guidance program budget is separate and distinct from the school testing budget.

Evaluation of defined administrative structure:

a. Major strengths:

b. Items in greatest need of strengthening:

Plans for improvement:

a. Short-range goals:

b. Long-range goals:

B. In each attendance center there is a comprehensive guidance program which has a defined program structure.

1. Is there a K-12 Guidance Curriculum Component consisting of structured, developmental experiences presented systematically through classroom and group activities?

*Yes*___ 1 2 3 4 5
*No*___

a. Counselor(s) maintain a schedule of classroom and/or large group presentations.
b. Counselor(s) have implemented curriculum units or activities with clearly defined intent and purpose.
c. Counselor(s) spend an appropriate amount of time within the curriculum delivery component.

elementary	35%-45%
middle/junior high school	25%-35%
high school	15%-25%

d. Counselor(s) have maintained a master program calendar to verify and account for program activities.
e. The guidance curriculum adequately addresses identified students needs/competencies.

2. Is there an identified list of student competencies to be achieved through the comprehensive guidance program?

*Yes*___ 1 2 3 4 5
*No*___

a. A needs assessment has been carried out which identifies student/community priorities, including those students who are handicapped and/or disadvantaged.
b. The competencies identified through the needs assessment process are reviewed on a regular basis by administration and guidance staff.

c. A procedure is in place which will provide an indication of student achievement as a result of guidance program activities.

3. Is there an Individual Planning Component consisting of assessment, advisement and placement activities that help students manage their personal and career development?

*Yes*___ 1 2 3 4 5
*No*___

a. There is a plan that helps students to assess and interpret data and information related to their abilities, interests, skills, and achievement.
b. There is a plan for counselors to use individualized appraisal information to help students realize their personal, educational and career goals.
c. Counselor(s) spend an appropriate amount of time within individual planning component.

elementary	5%-10%
middle/junior high school	15%-25%
high school	25%-35%

4. Is there a Responsive Services Component that consists of counseling, consultation and referral activities?

*Yes*___ 1 2 3 4 5
*No*___

a. Counselor(s) have a process to consult with students, parents and other educators.
b. Counselor(s) provide counseling on a small group and individual basis and maintain a schedule of these contacts.
c. Counselor(s) provide counseling supportive and other activities to students and families facing emergency situations and maintain a schedule of these activities and contacts.
d. Counselor(s) use other professional resources of the school and community to refer students when appropriate and maintain a record of these referrals.
e. Counselor(s) spend an appropriate amount of time within the responsive services component.

elementary	30%-40%
middle/junior high school	30%-40%
high school	25%-35%

5. Is there a System Support Component consisting of guidance program management activities?

*Yes*___ 1 2 3 4 5
*No*___

   a. A procedure has been developed to evaluate guidance program activities to collect follow-up information and to refine and update curriculum units.
   b. An orientation program has been developed to acquaint staff and community with the aims and purposes of the guidance program.
   c. School counselors participate in in-service programs, attend professional meetings and contribute to professional literature when appropriate.
   d. School counselors are involved in activites that will increase their knowledge about community resources, employment opportunities and local labor market trends.
   e. School counselors meet with appropriate school personnel to discuss such issues as policies, procedures and activities related to student transition, and program placement.
   f. School counselors support instruction by interpreting test scores, and other data about student performance to teachers, administration and board of education.
   g. School counselors assist teachers and administrators in systematically identifying students at risk and assist in developing strategies designed to increase the likelihood of their continuing in school.
   h. Counselors spend an appropriate amount of time within the system support component.

elementary	10%-15%
middle/junior high school	10%-15%
high school	15%-20%

Evaluation of program structure:

a. Major strengths:

b. Items in greatest need:

Plans for improvement:

a. Short-range goals:

b. Long-range goals:

II. SUMMARY OF GUIDANCE PROGRAM EVALUATION--SELF STUDY

Prioritized list of major strengths:

Prioritized list of items in greatest need of strengthening:

FEEDBACK SHEET

Our effort is to monitor, modify and improve the curriculum while it is being implemented in your classroom guidance lessons. Please contribute what you have found to be more effective, changes or not workable and forward it to the address below.

Please check which applies:

☐ Correction of present lesson

☐ Modification of present lesson
(copy of lesson enclosed with modifications)

☐ New lesson. Use form provided in Manual page 12

☐ Other (state)

Corrections, ie., appropriateness for size, level, ease of implementation, time allocation, clarity of directions or procedures, typing errors.

Modifications: Place suggestions, additions or changes directly on the copy of the lesson and in close.

New Lesson: Provide source, an author and all needed worksheets along with the form that is in the Manual in page 12.

Student Support Services Department
Ferguson-Florissant School District
1005 Waterford Dr.
Florissant, MO 63033

Area I- Category A- Competency 1

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I KNOW HOW TO EXPLORE CAREERS IN WHICH I MAY BE INTERESTED.
TIME: 45-60 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: CAREER ASSESSMENT WORKSHEETS
OCCUPATIONAL CLUSTER REFERENCE SET

"CAREER ASSESSMENT"

INTRODUCTION: Many students have predetermined ideas about their career choices but are not aware of the work activities in that career. The worksheets provided in this lesson allow students to react to characteristics of all clusters. By identifying those characteristics they enjoy, they will have made a correlation between activities and specified career clusters. When they have identified the clusters that deal with the activities they enjoy, they will examine the specified clusters in more detail choosing some careers within the cluster that interest them most.

PROCEDURE:

1. Distribute the "Career Assessment" worksheets to each student.
2. Using page 1 of the "Career Assessment" worksheets, read and discuss the "why" behind choosing a career. Points to consider in an inappropriate method to choosing a career:

   a) The job looks glamorous
   b) The job pays well
   c) The job is what their mother or father does for a living
   d) The job was selected because of characters seen on television or in the movies

3. Emphasize to the students that the best way to choose the right career is by examining closely their interests, abilities, and the careers that combine both of those things.

4. After reading the directions at the top and bottom of the page. Require students to complete page 2 of the worksheets.
5. Conclude this activity by instructing the students to use the "Occupational Cluster Reference Set" to complete page 3. If available, students may also use the Dictionary of Occupational Titles, Exploring Careers, or the Occupational Outlook Handbook to complete the page.

OBSERVATION NOTES:

Leaders are encouraged to read the directions with the students for purposes of clarifications. If possible, some students should be allowed to work in pairs in order to assist with the reading and completing of the worksheets. Leaders may want to follow-up this activity with individual advisement sessions to help students explore career choices or provide information.

M/JH-2

CAREER ASSESSMENT

Have you thought about your future job or career? Are you hoping to be a doctor, astronaut, teacher, sanitation worker? Do you really know what these people do in their work? Do you know what you will have to do in order to become one?

Some people choose a career because they think it looks glamorous or because they think it pays well. Some people choose a career because it is what their mother or father does for a living. Some people choose a career because of characters they see on television or in movies.

The best way to choose the right career for you is to examine your interests, abilities, and the careers that deal with both of those things. When you understand the work characteristics involved in the world of work, you can identify which of those characteristics would interest you. Then as you continue through school, you may identify those areas in which you have skills and talents which could be used on a job. Those skills and talents are also called abilities. As you continue with your study of careers, you may identify careers that involve a combination of work activities that interest you and that you do well. Such a combination should provide you with a career that would be appropriate for you.

This lesson will help you to make a more informed choice in exploring careers. THE FUTURE IS NOW! You should begin to seriously explore careers and carefully assess your abilities and career interests.

CAREER ASSESSMENT

M/JH-3

Read each phrase below. Check those phrases which you would enjoy doing.

___a. driving a bus
___b. designing machines
___c. driving a tractor
___d. learning more about solar energy
___e. scuba diving
___f. typing
___g. being a firefighter
___h. cleaning a house
___i. working with a dentist
___j. waiting on tables
___k. cutting hair
___l. drawing cartoons
___m. being a news broadcaster
___n. selling cars
___o. painting houses
___a. flying a plane
___b. working where cars are assembled
___c. cutting down trees
___d. planting trees to control flooding
___e. training porpoises
___f. working in a bank
___g. joining the armed forces
___h. teaching cooking
___i. helping a sick animal
___j. working in an amusement park
___k. planning menus
___l. playing in a "rock group"
___m. working as a telephone operator
___n. delivering Pepsi to stores
___o. making doors for a house
___a. becoming an air traffic controller
___b. working where they assemble cars
___c. raising horses
___d. collecting rocks for study
___e. studying about underwater life
___f. learning to repair computers
___g. running for a public office
___h. babysitting
___i. running a hospital
___j. playing baseball
___k. working in a health spa
___l. acting in a school play
___m. newspaper photographer
___n. working at a gas station
___o. building a factory
___a. guiding a barge down river
___b. running large machines
___c. working on a dairy farm

___d. working at a nuclear plant
___e. catching fish
___f. office supervisor
___g. delivering mail
___h. planning meals for family
___i. perform test on patients
___j. arranging a vacation
___k. cleaning clothes
___l. working in a museum
___m. delivering telegrams
___n. McDonald's counterperson
___o. steel worker
___a. conducting a train
___b. assemble television parts
___c. raising chickens
___d. building a dam
___e. navigating a ship
___f. owning own business
___g. working in a court room
___h. decorating your home
___i. filling prescriptions
___j. give visitors hotel rooms
___k. designing clothes
___l. directing an orchestra
___m. design telephone systems
___n. moving warehouse boxes
___o. drawing plans for schools

Count how many of each letter you checked and write that number on the line.

___a. transportation
___b. manufacturing
___c. agribusiness
___d. environmental control
___e. marine science
___f. business and office
___g. public service
___h. consumer & homemaking
___i. health
___j. hospitality and recreation
___k. personal service
___l. fine arts and humanities
___m. communications and media
___n. marketing and distribution
___o. construction

M/JH-5

CAREER ASSESSMENT

Write the names of the three clusters for which you checked the greatest number of phrases. If some scores are the same, choose the clusters which interest you most. Using "Occupational Clusters Reference Sheets", write three careers that interest you in each of these clusters.

Cluster 1. ____

Career 1. ____
Career 2. ____
Career 3. ____

Cluster 2. ____

Career 1. ____
Career 2. ____
Career 3. ____

Cluster 3. ____

Career 1. ____
Career 2. ____
Career 3. ____

From the nine careers listed on this page, choose the three that interest you most and write those careers on these lines.

Career 1. ____

Career 2. ____

Career 3. ____

Area I- Category A- Competency 1

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I KNOW HOW TO EXPLORE CAREERS IN WHICH I MAY BE INTERESTED.
TIME: TWO CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 7-9
MATERIALS: CAREER CLUSTER PACKET
WHICH CLUSTERS WORKSHEET
CAREER CLUSTERS WORKSHEET

"CAREER CLUSTERS"

INTRODUCTION: Assisting students in increasing their awareness of the career options available to them is difficult because there are over 30,000 job titles identified in the Dictionary of Occupational Titles. For this reason, the U.S. Office of Education has grouped job titles into 15 career clusters. The clusters are groupings of careers which are related by the type of work done, the skill and/or training of the worker, and the site where the work is performed. This lesson will help the counselor to determine the students' understanding of career clusters and related jobs/careers.

PROCEDURE:

1. Distribute career cluster information.
2. Read "Career Clusters" with the students. Questions describing work activities in each cluster have been provided as a springboard for discussion. The leader may need to describe some of the careers mentioned in each cluster. Careers mentioned in each cluster have been carefully chosen to reflect the diverse educational requirements and salaries offered in all clusters. Students should be encouraged to suggest additional careers for each cluster. Students should understand that the jobs listed are examples. Information about specific student career interests may be explored elsewhere (i.e., Dictionary of Occupational Titles, Exploring Careers and Occupational Outlook Handbook.) (Leader will need to use various techniques for reading long passages so that students will remain attentive.)

3. Distribute "Career Clusters" worksheet. Allow students to complete this activity independently or in small groups.
4. Distribute "Which Cluster?" worksheet. Ask students to complete the activity as a homework assignment. Review information during a follow-up class period.
5. Ask students to note some initial career interests perhaps by cluster, if not by occupation.

OBSERVATION NOTES:

It might be helpful if an informal assessment of students' previous knowledge of career clusters is conducted prior to the lesson to determine how much emphasis should be given to one or more of the clusters. The informal assessment may be asking students a few simple questions such as, "Can you name a job in the Personal Service Cluster?" "Can you give the names of 3 career clusters?" Following this lesson and the follow-up activity, students may be able to indicate interest in several of the 15 cluster areas.

CAREER CLUSTERS PACKET

A Career Cluster Packet is a collection of occupations that are related and grouped together according to the type of work, the skill and/or training of the worker, and the site where the work is performed. For ease in understanding the wide range of occupations, the U.S. Office of Education has categorized more than 40,000 occupational titles into fifteen career clusters. A brief explanation of each cluster and a list of several occupational titles within the cluster are given below. Look at the questions below and see if you would enjoy doing some of those things. This might help you decide on the cluster that interests you most.

AGRICULTURE (AGRI-BUSINESS)

Would you enjoy ....
    driving a tractor?
    raising horses?
    working on a dairy farm?

If you would enjoy doing one or more of the above activities, you might be interested in the AGRI-BUSINESS AND NATURAL RESOURCES CLUSTER. This cluster is food, clothing, offices, and homes. These materials may also provide energy to run machinery and heat homes and factories. Some jobs in this cluster are: Soil conservationist, horticulturalist, agronomist, geologist, tree surgeon, park ranger, beekeeper, and agriculture commodity grader.

BUSINESS & OFFICE

Would you enjoy ....
    typing all day?
    working in a bank?
    operating a computer?

If you would enjoy doing one or more of the above activities, you might be interested in running an office or business; keeping records, using different machines and equipment, and managing workers. If you choose this cluster, you might be a bank teller, insurance agent, accountant, or a computer programmer.

M/JH-7a

COMMUNICATION & MEDIA

Would you enjoy ....
  working as a news broadcaster
  being a telephone operator?
  taking photographs for television, newspapers, and magazines?

If you would enjoy doing one or more of the above activities, you might be interested in the COMMUNICATONS AND MEDIA CLUSTER. Careers in this cluster are related to the sharing of ideas and information. Media include any tools or devices used for this purpose. Newspapers, magazines, radio, television, telephone, and telegraph are the major media of communications. Some jobs in this cluster are newspaper reporter, radio/TV announcer, photographer, and speech pathologist.

CONSTRUCTION

Would you enjoy ....
  drawing plans for a new building?
  building furniture?
  driving heavy equipment?

If you would enjoy doing one or more of the above activities, you might be interested in the CONSTRUCTION CLUSTER. The construction cluster careers are those in the building industry. Some are in the area of homes, offices, and other buildings. Other building jobs include such things as roads, bridges, airports, and dams. Carpenters, civil engineers, electricians, and surveyors are also in the cluster.

CONSUMER EDUCATION & HOME ECONOMICS

Would you enjoy ....
  planning and preparing meals?
  decorating a house, office, or room?
  modeling the latest fashions?

If you would enjoy doing one or more of the above activities, you might be interested in the CONSUMER EDUCATION AND HOMEMAKING CLUSTER. This cluster of jobs includes those jobs whose aim is to teach the skills necessary to run a home - like preparing food and making clothes. In addition to these, there are jobs which help people make most of the many household products, equipment, and services they can use. Baker, cook/chef, interior designer, and nutritionist are some jobs in this cluster.

M/JH-7b

NATURAL RESOURCES & ENVIRONMENT

Would you enjoy ....

- working at Meremac Caverns or other caves?
- building a dam?
- working at a nuclear power plant?

If you would enjoy doing one or more of the above activities, you might be interested in the NATURAL RESOURCES AND ENVIRONMENT CONTROL CLUSTER. The jobs in this cluster deal with protecting our natural resources and keeping the air and water of our environment clean to protect people's health. Most of these jobs have been developed during the past 15 years. Some jobs in this cluster are environmental inspector,, meterologist, geologist, and forrester.

FINE ARTS & HUMANITIES

Would you enjoy ....

- drawing cartoons?
- acting at the Muny Opera or other theaters?
- giving music lessons?

If you would enjoy doing one or more of the above activities, you might be interested in the FINE ARTS AND HUMANITIES CLUSTER. This cluster contains jobs that involve ideas and feelings. These are expressed by written and spoken words. Other materials used for expression include cloth, paper, ink, concrete, and so on. Some jobs express ideas and feelings through performances in dance, drama, or music. Architects, actors/actresses, musicians, and cartoonists are also in this cluster.

HEALTH

Would you enjoy ....

- helping sick animals or people?
- cleaning or filling teeth?
- taking someone's blood pressure?

If you would enjoy doing one or more of the above activities, you might be interested in the HEALTH CLUSTER. Jobs in this cluster deal with keeping healthy people from becoming ill and treating those who are ill to make them healthy again. Some jobs in this cluster are: chemist, L.P.N., R.N., lab technician, dental assistant, nurse assistant, pharmacist and physician.

HOSPITALITY & RECREATION

Would you enjoy ....
working in an amusement park?
conducting sightseeing tours?
playing football for money?

If you would enjoy doing one or more of the above activities, you might be interested in the HOSPITALITY AND RECREATION CLUSTER. These careers are to help people plan and make use of their leisure time. Hospitality type jobs are those in which people plan trips and provide transportation; while recreational type jobs are those dealing with amusement and entertainment. Jobs in this cluster are flight attendant, hotel/motel cleaner, sports statisticians, travel agents, lifeguards, ushers and tickets agents.

MANUFACTURING

Would you enjoy ....
designing machines for manufacturers?
assembling cars?
being a welder?

If you would enjoy doing one or more of the above activities, you might be interested in the MANUFACTURING CLUSTER. Jobs in the maufacturing cluster involve the processing of goods by machine or by hand. These products may be large or small and are produced in quantities that range from many to a very few of a certain item. Some jobs in this cluster are drafter, metallurgical engineer, machinist and sheet metal worker.

MARINE SCIENCE

Would you enjoy ....
raising lobsters or other fish?
studying about ocean plantlife?
scuba diving?

If you would enjoy doing one or more of the above activities, you might be interested in the MARINE SCIENCE CLUSTER. This cluster of jobs deals with obtaining food and minerals from fresh and ocean waters. Some of these jobs deal with researching ways to use resources in lakes, rivers, and seas; while others deal with designing and construction of structures people need below and on the surface of the water. Some jobs in this cluster are aquatic biologist, fisher, oceanographer and ichthyologist.

M/JH-7d

MARKETING & DISTRIBUTION

Would you enjoy ....
selling cars?
packing and shipping materials?
being a counter person or cashier at a restaurant?

If you would enjoy doing one or more of the above activities, you might be interested in the MARKETING AND DISTRIBUTION CLUSTER. Jobs in this cluster are the link between the producer and the consumer. Some necessary abilities in this field are artistic talent, writing skills, physical stamina and the ability to get along well with others. If you select this cluster, you might be a butcher, marketing analyst, salesworker, or an advertising copy writer.

PERSONAL SERVICES

Would you enjoy ....
taking care of the little children?
styling and cutting hair?
driving a car for other people?

If you would enjoy doing one or more of the above activities, you might be interested in the PERSONAL SERVICES CLUSTER. Personal service jobs help people live a better life. Making life more comfortable for others is the duty in some of these jobs, while others deal with making people more attractive. To do this type of work, one must enjoy doing things for others and be able to get along well with them. If you choose this cluster, you might be a barber, cosmetologist, waiter/waitress, or a funeral director.

PUBLIC SERVICE

Would you enjoy ....
ordering books, helping people select books to read?
delivering mail?
making a career out of the armed services?

If you would enjoy doing one or more of the above activities, you might be interested in the PUBLIC SERVICE CLUSTER. Helping people is the theme of all jobs in this cluster. You must be able to work with people, and make them feel at ease and have a real desire to make the world a better place to live. Some jobs in this cluster are firefighter, social worker, post office worker and teacher.

M/JH-7e

TRANSPORTATION
Would you enjoy ....
    directing air traffic?
    piloting an airplane?
    traveling on a ship?

If you would enjoy doing one or more of the above activities, you might be interested in the TRANSPORTATION CLUSTER. Different ways of moving people and goods from place to place describes the transportation cluster. Any job related to this is included from selling tickets to driving a truck, planning a route, or unloading a ship. If you selected this cluster, you might be an air traffic controller, airplane pilot, deck hand, long shoreman, or truck driver.

M/JH-8

CAREER CLUSTERS

The careers in each cluster are similar. Draw a circle around the three careers in each of the fourteen career clusters. Write the name of the career cluster on the line provided.

Agriculture Commodity Grader
Beekeeper
Tree Surgeon

____

Electrician
Surveyor
Carpenter

____

Radio/T.V. Announcer
Newspaper reporter
Photographer

____

Flight Attendant
Lifeguard
Hotel/Motel Cleaner

____

Oceanographer
Ichthyologist
Aquatic Biologist

____

Marketing Analyst
Advertising Copy Writer
Salesworker

____

Bus Driver
Helicopter Pilot
Air Traffic Controller

____

Bank Teller
Accountant
Computer Programmer

____

Chef
Baker
Nutritionist

____

Environmental Inspector
Meteorologist
Forester

____

Nurse
Pharmacist
Physician

____

Cosmetologist
Waitress
Barber

____

Musician
Cartoonist
Architect

____

Social Worker
Firefighter
Teacher

____

M/JH-9

WHICH CLUSTER?

Write the letter of the cluster in front of the two occupations in that cluster.

A. Agriculture
B. Business and Office
C. Communications and Media
D. Construction
E. Consumer and Homemaking
F. Natural Resources/Environment
G. Fine Arts and Humanities
H. Health
I. Hospitality and Recreation
J. Manufacturing
K. Marine Science
L. Marketing and Distribution
M. Personal Services
N. Public Service
O. Transportation

___1. Accountant
___2. Air Traffic Controller
___3. Baker
___4. Bookkeeper
___5. Bus driver
___6. Carpenter
___7. Cartoonist
___8. Computer Programmer
___9. Cosmetologist
___10. Drafter
___11. Electrician
___12. Environmental Inspector
___13. Firefighter
___14. Fisher
___15. Flight Attendant
___16. Geologist
___17. Funeral Director
___18. Lifeguard
___19. Machinist
___20. Marketing Analyst
___21. Musician
___22. Newspaper Reporter
___23. Nurse
___24. Nutritionist
___25. Oceanographer
___26. Physician
___27. Radio/T.V. Announcer
___28. Sales Worker
___29. Social Worker
___30. Tree Surgeon

CAREER CLUSTER ANSWER KEY

Agriculture Commodity Grader
Beekeeper
Tree Surgeon
Agribusiness

Electrician
Surveyor
Carpenter
Construction

Radio/T.V. Announcer
Newspaper Reporter
Photographer
Communications/Media

Flight Attendant
Lifeguard
Hotel/Motel Cleaner
Hospitality/Recreation

Oceanographer
Ichthyologist
Aquatic Biologist
Marine Science

Marketing Analyst
Advertising Copy Writer
Salesworker
Marketing/Distribution

Bus Driver
Helicopter Pilot
Air Traffic Controller
Transportation

Bank Teller
Accountant
Computer Programmer
Business and Office

Chef
Baker
Nutritionist
Consumer,Homemaker

Environmental Inspector
Meteorologist
Forester
Environmental Control

Nurse
Pharmacist
Physician
Health

Cosmetologist
Waitress
Barber
Personal Service

Musician
Cartoonist
Architect
Fine Arts/Humanities

Social Worker
Firefighter
Teacher
Public Service

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I KNOW HOW TO EXPLORE CAREERS IN WHICH I MAY BE INTERESTED.
TIME: 15-20 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"SATELLITE CAREERS"

INTRODUCTION: After the leader has done a survey of the class and asked students to identify their possible career choices, it may be appropriate to talk about satellite careers. Satellite careers are those which may not be the specific career goal but would allow the students to be professionally involved in the large area desired. An example of the specific career might be a professional football player, for which a satellite career might be a trainer. Others might include coaches, grounds keepers, ticket sellers, cheerleaders, time keepers, referees, business officers, bus drivers, sports writers. The list is often extensive. The value of this activity is to expand the career alternatives if the specific career goal proves to be unattainable. An interest can lead to satisfaction in careers even if the student is not selected for the high visibility or famous careers.

PROCEDURE:

1. Create the atmosphere for a good group discussion.
2. The leader may approach the class on a problem solving- brainstorming basis to invite participation.
3. Encourage the group to pretend or visualize a specific career. List the choices on the board.
4. Consider these careers one at a time and ask the class to name for each one as many "satellite" careers as they can think of. Satellite careers are ones that are necessary for the specific career to be effective.

5. Explain that many times these satellite careers are even more rewarding for some people than the first named career. They are less in the limelight and thus easily overlooked. From the students' examples discuss some of the advantages a satellite career may have over the first named career (such as security, less stress, more independence, etc.)

OBSERVATION NOTES

This can be a fast paced activity which will show if the students can classify related and dependent careers.

Area I- Category A- Competency 1

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I KNOW HOW TO EXPLORE CAREERS IN WHICH I MAY BE INTERESTED.
TIME: 2-3 CLASS PERIODS
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: "CAREER CLUSTERS" PACKET EXCERPT FROM: FERGUSON FLORISSANT K-12 CLASS GUIDANCE CURRICULUM

"CAREER CLUSTERS"

INTRODUCTION: After students have learned the relationship between their interests and abilities and their career choices, they need to learn how to research career clusters in order to move toward planning high school classes to begin exploring career areas.

PROCEDURE:

1. Question students about their knowledge of career clusters. Suggest there are fifteen clusters or groups, that combine careers with similar duties, training and job sites.
2. Hand out the "Career Clusters" worksheet and review the fifteen clusters. Emphasize the relationship between the cluster and personal interests as outlined in each cluster description.
3. Require students to indicate two cluster areas that interest them, and to identify specific careers that they would like to research in the cluster.
4. Request students to think of ways they could research the cluster or specific career or interest. Suggest school or local public library, Missouri Job Service site, career guidance materials available in the school, Dictionary of Occupational Titles and Occupational Outlook Handbook from the federal government, articles in newspapers or magazines, and information from other media sources.
5. A follow-up session could have students sharing the information they have gathered in their research.

OBSERVATION NOTES

Students who cannot identify a cluster that interests them would benefit from individual assessment of interests, abilities and individual assistance with their research.

M/JH-13

CAREER CLUSTERS PACKET

A Career Cluster Packet is a collection of occupations that are related and grouped together according to the type of work, the skill and/or training of the worker, and the site where the work is performed. For ease in understanding the wide range of occupations, the U.S. Office of Education has categorized more than 40,000 occupational titles into fifteen career clusters. A brief explanation of each cluster and a list of several occupational titles within the cluster are given below. Look at the questions below and see if you would enjoy doing some of those things. This might help you decide on the cluster that interests you most.

AGRICULTURE (AGRI-BUSINESS)

Would you enjoy ....
    driving a tractor?
    raising horses?
    working on a dairy farm?

If you would enjoy doing one or more of the above activities, you might be interested in the AGRI-BUSINESS AND NATURAL RESOURCES CLUSTER. This cluster is food, clothing, offices, and homes. These materials may also provide energy to run machinery and heat homes and factories. Some jobs in this cluster are: Soil conservationist, horticulturalist, agronomist, geologist, tree surgeon, park ranger, beekeeper, and agriculture commodity grader.

BUSINESS & OFFICE

Would you enjoy ....
    typing all day?
    working in a bank?
    operating a computer?

If you would enjoy doing one or more of the above activities, you might be interested in running an office or business; keeping records, using different machines and equipment, and managing workers. If you choose this cluster, you might be a bank teller, insurance agent, accountant, or a computer programmer.

COMMUNICATION & MEDIA

Would you enjoy ....

- working as a news broadcaster
- being a telephone operator?
- taking photographs for television, newspapers, and magazines?

If you would enjoy doing one or more of the above activities, you might be interested in the COMMUNICATONS AND MEDIA CLUSTER. Careers in this cluster are related to the sharing of ideas and information. Media include any tools or devices used for this purpose. Newspapers, magazines, radio, television, telephone, and telegraph are the major media of communications. Some jobs in this cluster are newspaper reporter, radio/TV announcer, photographer, and speech pathologist.

CONSTRUCTION

Would you enjoy ....

- drawing plans for a new building?
- building furniture?
- driving heavy equipment?

If you would enjoy doing one or more of the above activities, you might be interested in the CONSTRUCTION CLUSTER. The construction cluster careers are those in the building industry. Some are in the area of homes, offices, and other buildings. Other building jobs include such things as roads, bridges, airports, and dams. Carpenters, civil engineers, electricians, and surveyors are also in the cluster.

CONSUMER EDUCATION & HOME ECONOMICS

Would you enjoy ....

- planning and preparing meals?
- decorating a house, office, or room?
- modeling the latest fashions?

If you would enjoy doing one or more of the above activities, you might be interested in the CONSUMER EDUCATION AND HOMEMAKING CLUSTER. This cluster of jobs includes those jobs whose aim is to teach the skills necessary to run a home - like preparing food and making clothes. In addition to these, there are jobs which help people make most of the many household products, equipment, and services they can use. Baker, cook/chef, interior designer, and nutritionist are some jobs in this cluster.

NATURAL RESOURCES & ENVIRONMENT

Would you enjoy ....
    working at Meremac Caverns or other caves?
    building a dam?
    working at a nuclear power plant?

If you would enjoy doing one or more of the above activities, you might be interested in the NATURAL RESOURCES AND ENVIRONMENT CONTROL CLUSTER. The jobs in this cluster deal with protecting our natural resources and keeping the air and water of our environment clean to protect people's health. Most of these jobs have been developed during the past 15 years. Some jobs in this cluster are environmental inspector, meterologist, geologist, and forrester.

FINE ARTS & HUMANITIES

Would you enjoy ....
    drawing cartoons?
    acting at the Muny Opera or other theaters?
    giving music lessons?

If you would enjoy doing one or more of the above activities, you might be interested in the FINE ARTS AND HUMANITIES CLUSTER. This cluster contains jobs that involve ideas and feelings. These are expressed by written and spoken words. Other materials used for expression include cloth, paper, ink, concrete, and so on. Some jobs express ideas and feelings through performances in dance, drama, or music. Architects, actors/actresses, musicians, and cartoonists are also in this cluster.

HEALTH

Would you enjoy ....
    helping sick animals or people?
    cleaning or filling teeth?
    taking someone's blood pressure?

If you would enjoy doing one or more of the above activities, you might be interested in the HEALTH CLUSTER. Jobs in this cluster deal with keeping healthy people from becoming ill and treating those who are ill to make them healthy again. Some jobs in this cluster are: chemist, L.P.N., R.N., lab technician, dental assistant, nurse assistant, pharmacist and physician.

HOSPITALITY & RECREATION

Would you enjoy ....

working in an amusement park?
conducting sightseeing tours?
playing football for money?

If you would enjoy doing one or more of the above activities, you might be interested in the HOSPITALITY AND RECREATION CLUSTER. These careers are to help people plan and make use of their leisure time. Hospitality type jobs are those in which people plan trips and provide transportation; while recreational type jobs are those dealing with amusement and entertainment. Jobs in this cluster are flight attendant, hotel/motel cleaner, sports statisticians, travel agents, lifeguards, ushers and tickets agents.

MANUFACTURING

Would you enjoy ....

designing machines for manufacturers?
assembling cars?
being a welder?

If you would enjoy doing one or more of the above activities, you might be interested in the MANUFACTURING CLUSTER. Jobs in the maufacturing cluster involve the processing of goods by machine or by hand. These products may be large or small and are produced in quantities that range from many to a very few of a certain item. Some jobs in this cluster are drafter, metallurgical engineer, machinist and sheet metal worker.

MARINE SCIENCE

Would you enjoy ....

raising lobsters or other fish?
studying about ocean plantlife?
scuba diving?

If you would enjoy doing one or more of the above activities, you might be interested in the MARINE SCIENCE CLUSTER. This cluster of jobs deals with obtaining food and minerals from fresh and ocean waters. Some of these jobs deal with researching ways to use resources in lakes, rivers, and seas; while others deal with designing and construction of structures people need below and on the surface of the water. Some jobs in this cluster are aquatic biologist, fisher, oceanographer and ichthyologist.

MARKETING & DISTRIBUTION

Would you enjoy ....

selling cars?
packing and shipping materials?
being a counter person or cashier at a restaurant?

If you would enjoy doing one or more of the above activities, you might be interested in the MARKETING AND DISTRIBUTION CLUSTER. Jobs in this cluster are the link between the producer and the consumer. Some necessary abilities in this field are artistic talent, writing skills, physical stamina and the ability to get along well with others. If you select this cluster, you might be a butcher, marketing analyst, salesworker, or an advertising copy writer.

PERSONAL SERVICES

Would you enjoy ....

taking care of the little children?
styling and cutting hair?
driving a car for other people?

If you would enjoy doing one or more of the above activities, you might be interested in the PERSONAL SERVICES CLUSTER. Personal service jobs help people live a better life. Making life more comfortable for others is the duty in some of these jobs, while others deal with making people more attractive. To do this type of work, one must enjoy doing things for others and be able to get along well with them. If you choose this cluster, you might be a barber, cosmetologist, waiter/waitress, or a funeral director.

PUBLIC SERVICE

Would you enjoy ....

ordering books, helping people select books to read?
delivering mail?
making a career out of the armed services?

If you would enjoy doing one or more of the above activities, you might be interested in the PUBLIC SERVICE CLUSTER. Helping people is the theme of all jobs in this cluster. You must be able to work with people, and make them feel at ease and have a real desire to make the world a better place to live. Some jobs in this cluster are firefighter, social worker, post office worker and teacher.

M/JH-18

TRANSPORTATION

Would you enjoy ....
    directing air traffic?
    piloting an airplane?
    traveling on a ship?

If you would enjoy doing one or more of the above activities, you might be interested in the TRANSPORTATION CLUSTER. Different ways of moving people and goods from place to place describes the transportation cluster. Any job related to this is included from selling tickets to driving a truck, planning a route, or unloading a ship. If you selected this cluster, you might be an air traffic controller, airplane pilot, deck hand, long shoreman, or truck driver.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I KNOW HOW TO EXPLORE CAREERS IN WHICH I MAY BE INTERESTED.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: OCCUPATIONAL OUTLOOK HANDBOOK

"EXPLORING A CAREER"

INTRODUCTION: Middle school students are at an important stage of career preparation. They have been exposed to many careers, but the information may be unrealistic or limited. Family, neighbors and the media usually provide the majority of career information for students of this age, but students typically have done little exploration on their own. This activity helps students organize their thinking about career preparation.

PROCEDURE:

1. Ask students to name a career they think they know about. Ask them to give some facts and to tell where they have learned about the career. Elicit many different responses from various class members.
2. Suggest that students need to learn more information about careers but in a different way. Display the following words on the board or on pre-printed poster board.

Name of Career:____

What You Have to Do Each Day:________________________________

What Skills, Knowledge, or Traits You Need to Be Successful In The Career:__________

____

What Hobbies or Interests Might Lead to The Career:___________________________________

____

How Much and What Kind of Education and Training is Required:_________________________

____

3. Request that students now write down one of the careers they mentioned and attempt to fill in the information required. Elicit examples and share with the group. Point out that students need to be able to find useful, realistic information when planning for a career. Suggest that realistic and helpful information about careers is often quite different from the type of information received from family, friends and the media. For example, information received from a television show might not always be accurate.
4. If available, display a current copy of the Occupational Outlook Handbook and show the way information about careers is presented. Several copies of the OOH could be provided so students could research the information when working on number two.

OBSERVATION NOTES

Students who have difficulty writing this activity could be allowed to present the information orally, however, assistance with their writing and organizing skills would be helpful.

Area I- Category A- Competency 1

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I KNOW HOW TO EXPLORE CAREERS IN WHICH I MAY BE INTERESTED.
TIME: 30-50 MINUTES (TWO SESSIONS)
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"FINDING OUT ABOUT JOBS"

INTRODUCTION: It is important that students know they have a vast number of career opportunities available to them. The more information they have regarding these opportunities, the more selective and informed they can be in their choices.

PROCEDURE:

1. Session One: Ask each student to prepare a list of two to five careers that they may be interested in researching.
2. Ask students to interview any family member or friend who is employed in the career they are researching.
3. Students are asked to address the following areas during their interview:

    a) What is the Job Description and Title?
    b) What Education and Training are necessary?
    c) Why does the interviewee find this career interesting?
    d) What are the advantages and disadvantages of this particular career?
    e) What is the approximate annual salary?

4. Each student will be asked to share this information with their classmates at the next meeting.
5. Session Two: Students are asked to share information with the class and other students.
6. Tape the second session so that a career information handout can be prepared for students.

OBSERVATION NOTES

Students who show a strong interest in a particular career may be given additional information on that career.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I KNOW HOW TO EXPLORE CAREERS IN WHICH I MAY BE INTERESTED.
TIME: SEVERAL CLASS PERIODS, MAY LAST UP TO ONE WEEK
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: SOURCES OF INFORMATION ABOUT CAREERS, EXPLORING A CAREER, DEVELOPING A CAREER PATH, AND EXAMINING CAREER READINESS

"EXPLORING A CAREER"

INTRODUCTION: Students will be given the opportunity to do in-depth research on a career goal of their choice. Stress to the students the importance of having information about their career choice and a realistic outlook of what will be required of them to accomplish their goal. The importance of setting goals should be stressed. An individual who begins working at age 20 and works until 65 years of age will usually work for approximately 40 years. At 40 hours/week and 50 weeks/year, the total amount of time spent working equals 80,000 hours in a lifetime. Considering these figures, choosing a career and life planning are serious decisions. It is necessary to plan a career and set immediate, intermediate or short-term and long-term goals. An immediate goal could be a job, education or training which will be entered into within the next year and accomplished within the next five years. An intermediate or short-term goal is a job, education or training which will begin within the next five years and will be a logical step toward a long-term goal. By setting these types of goals, the students will be able to develop career paths which will assist them in planning their future. The more an immediate and intermediate goal relate to the long-term goal, the more likely is the realization of the career goal. The ease with which this lesson is accomplished will depend upon the resources available to the student. The school library may have a number of materials, including the Dictionary of Occupational Titles, the Occupational Outlook Handbook and the Missouri View. There are regional Career Education Centers within Missouri (Columbia/Kansas City/St. Louis) that house extensive lending/reference libraries of career resource materials. Allow adequate time to gather resources before starting this lesson.

PROCEDURE:

1. Introduce the students to career planning by discussing the amount of time one will spend working during a lifetime. Explain immediate, short-term and long-term goals.
2. Give each student a copy of the handout: Sources of Information about Careers. Explain the purpose of the lesson and acquaint the students with the career resources available and how they are used.
3. Each student should identify two or more occupational interests. Give each student copies of the handout: Exploring a Career. Allow time for questions which may arise regarding information on the handout. Student research may last up to two class periods, depending on the groups.
4. After the student has completed the Exploring a Career handout and decided on a specific occupation, the handout: Developing a Career Path should be completed. Students may need assistance with identifying intermediate goals or may choose a career which does not have an intermediate goal (e.g. entry level position). Review the completed handout to assess the accuracy of the student's research. If possible, allow time to discuss each student's career choice and the career path they have developed.
5. Give students a copy of the handout: Examining Career Readiness after they have completed their career path. The students should read each item on the page and place an "x" next to the work characteristics which appeal to them. After the students complete the "x's", have them use their research form and place an "o" next to work characteristics of the career researched.
6. Discuss the results of the worksheet with the students. The students have probably set realistic goals if a majority of the "x's" and "o's" are on the same characteristics. The student may need to reconsider a career choice if most of the responses do not parallel. The student may need to reconsider the duties of the career and preparation for that occupation.

OBSERVATION NOTES

Students who remain confused about future plans should receive individual help.

M/JH-22

EXPLORING A CAREER

Occupation:____

Earnings: (average)_______________________________________

Hours and work days:______________________________________

Training needed beyond high school: (trade or technical school)

____

____

Names of schools which offer this training:___________________

____

Education needed beyond high school: (college)______________

____

Names of schools which offer this education:_________________

____

Employment outlook: (Is there a need for workers in this field?)

Describe the job duties and the working conditions:__________

____

____

____

List related occupations: (similar careers)__________________

____

M/JH-23

EXPLORING A CAREER (Continued)

NOW THAT YOU HAVE RESEARCHED THIS OCCUPATION, ANSWER THE FOLLOWING QUESTIONS:

	YES	NO	
1.	_____	_____	Am I really interested in this type of work?
2.	_____	_____	Do I have the type of personality which this job requires?
3.	_____	_____	Will this job make me happy?
4.	_____	_____	Am I taking the right courses in high school?
5.	_____	_____	Am I willing to continue my education beyond high school for this job?
6.	_____	_____	Am I prepared to deal with the cost of additional education or training if I find it is required?
7.	_____	_____	Are there job openings in this field?
8.	_____	_____	If not, am I willing to move?
9.	_____	_____	Will I be able to compete successfully if there are only a few openings?
10.	_____	_____	Am I able to live on the income this job offers?
12.	_____	_____	Are there similar occupations which may have closely related duties, but which have training requirements and working conditions better suited to me?
13.	_____	_____	IS THIS CAREER RIGHT FOR ME?

M/JH-24

DEVELOPING A CAREER PATH

NAME:______________________________________

LONG-TERM CAREER GOAL

OCCUPATION________________________

Average Salary/Wage______________

Work days and hours______________

Describe work:____

____

____

Intermediate job goals (jobs which might progress from the first job to the long-term career goal)______________________________________

____

____

Education or training needed beyond high school to reach long-term career goals.____

____

____

Immediate job goal that would relate to long-term career goal (name at least 3 job titles)

____

____

____

Classes, jobs, and hobbies that relate to long-term career goal.

____

____

____

M/JH-25

EXAMINING CAREER READINESS

What do you want from a job? What does the job offer you?

Use your Exploring A Career worksheet to do this exercise as it relates to the career you researched. The career you researched is

----

DIRECTIONS:

Place an X in front of each description which explains work characteristics which appeal to you.

Place an O in front of each description which explains work characteristics of the career you researched.

Some spaces will have an X and an O. Some will be blank.

___ high salary (over $30,000)

___ middle income (between $20,000 and $30,000)

___ low income (under $20,000)

___ pleasant working conditions

___ staying clean

___ getting dirty

___ working in a factory

___ working in a store

___ working in an office

___ working in a wet place

___ working in a safe place

___ working in some hazardous surroundings

___ working outside

___ working inside

___ working at the same location all day

___ working mainly in a rural setting

___ working in my area

___ travel as a part of job

M/JH-26

___ working in a noisy place
___ working in a quiet place
___ working in heat
___ working in cold
___ working in air conditioning
___ doing the same task each day
___ following orders
___ doing different tasks each day
___ being own boss
___ working for someone else
___ mainly mental, rather than physical work
___ mainly physical work, rather than mental work
___ working with details
___ working with things
___ working while standing
___ working while sitting

___ working with other people
___ working alone
___ planning own work
___ doing work that provides a chance to be creative
___ working in a dry place
___ having a high level of responsibility
___ being able to spend lots of time with family
___ working a seasonal job
___ having ample time for vacations
___ working short hours
___ working a regular 40-hour week
___ having flexible hours
___ having respect in the community
___ having good fringe benefits
___ producing a product
___ performing a service

M/JH-27

___ doing work that requires a large amount of reading and writing

___ working mainly in the city

___ working mainly in the suburbs

___ being able to make decisions on the job

___ working with chance for advancement

___ working in a declining career area

___ no high school diploma or GED required

___ trade or technical education required

___ advanced college degree required

___ on-the-job training offered

___ apprenticeships offered

___ a license required

___ union membership required

___ basic math skills required

___ advanced math skills required

___ helping people

___ competing with others

___ supervising others

___ motivating others

___ influencing others

___ working in an expanding career area

___ social skills required

___ listening skills required

___ following directions required

___ basic reading skills required

___ basic writing skills required

___ basic speaking skills required

___ memory skills required

___ good manners required

___ good grooming required

___ basic science skills required

___ basic social studies skills required

___ college degree required

___ typing skills required

___ special skills required

Look closely at your responses. If there are both "X's" and "O's" in front of the work characteristics, the career you are considering should appeal to you.

If many of the "X's" and "O's" are not in the same places, you should consider a different career.

M/JH-29

SOURCES OF INFORMATION ABOUT CAREERS

SOURCE-1. Dictionary of Occupational Titles

a. WHERE TO FIND - Public library (reference materials)

b. HOW TO USE - Large book listing wide variety of occupations

c. INFORMATION OR SERVICE PROVIDED- Will provide national information on specific careers, including job duties, wage/salary, employment outlook, working conditions and training and/or education needed.

SOURCE-2 Occupational Outlook Handbook

a. Public library (reference materials)

b. Large book listing wide variety of occupations. Job titles listed in clusters by similarity of work.

c. Will provide national information on specific careers, including job duties, wage/salary, employment outlook, working conditions and training and/or education needed.

SOURCE-3 Missouri View

a. Library (public-school) or Counselor's Office

b. Microfiche cards listing occupations that exist in Missouri

c. Provides the same information as the Dictionary of Occupational Titles and Occupational Outlook Handbook, but is limited specifically to Missouri.

SOURCE-4 Job Service/Employment Security Office

a. See local Yellow Pages Directory

b. Contact office closest to you

c. Job placement, unemployment insurance benefits, vocational counseling and testing.

SOURCE-5 Federal Job Information Center

a. 601 E. 12th St. Kansas City, MO.

b. call (816) 374-5702

c. Provides information about job opportunities with the federal government; has listing of current job openings and summer employment program for students.

SOURCE-6 Shadowing or Information Interviewing

a. Can be arranged

b. Make arrangements to spend time on-the-job with a person whose job is of interest.

c. Provide opportunity to see actual working conditions and gather pro's and con's of the occupation from a "first person" point of view.

SOURCE-7 Trade Journals

a. By subscription or in public library

b. Read

c. Will provide information about current trends in the field which is the topic of that specific journal.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I KNOW HOW THE PLACE WHERE I LIVE AFFECTS JOB OPPORTUNITIES.
TIME: 2 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 9
MATERIALS: COPIES OF CAREER ORIENTATION, PERSONAL PROFILE, DECISION MAKING: APPLICATION, CAREER CHOICES, FOR EACH STUDENT.

"CAREER ORIENTATION"

INTRODUCTION: Students need to be aware of some of the components necessary to make the most of their resources, themselves, their school, their community, and their future.

PROCEDURE:
Day One

1. Instruct the students to turn to "Career Orientation." Read paragraphs one and two, stopping for discussion for each question.
2. Paragraph three contains the directions for student activity. Appoint one student to record the class's selections on the chalkboard. Each statement should have only one response. Encourage the students to discuss their reason for their choices. In many of the statements there is more than one correct answer, yet there is one answer which is better than the others. This will give you an opportunity to explain the testing technique which asks students to identify the best answer.
3. If the students respond correctly to the statements, they will spell success. If they respond incorrectly and do not see that they have not correctly spelled success, give them the assistance they need to correct their responses. Discuss with students that today's lesson will help them pursue success.
4. Instruct students to complete the Personal Profile. Discuss as needed.

Day Two

1. Encourage students to make some decisions about working conditions and preferences by completing the handout, "Decision-Making: Application."
2. Lead a discussion of what the students have learned about themselves.
3. Students will identify appropriate careers based on preferences and strengths of hypothetical people on handout, "Career Choices."
4. Discuss as time permits.

OBSERVATION NOTES

Leader should be prepared to help students who are unable to make decisions relative to strengths and preferences.

M/JH-32

CAREER ORIENTATION

To orient means to acquaint with the existing situation or environment. An orientation is a general or lasting direction of thought, inclination, or interest. To be oriented means to be intellectually directed.[1]

1. What do you think a career is?
2. How is it different from a job?
3. What do you think it means to be career oriented?

These are serious questions. Some of them are difficult to answer. Have you begun to think about your future? Have you begun to think about a career for yourself? If you haven't, you should. What you learn while you are in high school will help you think about your future.

As a class, make a choice for each of the statements one through seven. Choose the best answer. Write the letters of your choices on the board. As the class discusses the statements, you think about your plans for your future. The teacher will assign a student to write........

1. To make a decision, you should

   e. take the easiest way out.
   s. think about what you could do, then do the appropriate thing.
   u. put other people's feelings first.

2. To study means

   c. to read the book right before the test.
   e. to go to class everyday.
   u. to do all your assignments and review them.

M/JH-33

3. To prepare for a test you should

c. keep up with your daily work.
s. re-read the whole book.
u. study all night.

4. Career explorations means

e. looking for a job.
s. a job where you explore for lost things.
c. finding out information about careers.

5. To train for a job, you must

u. go to college.
e. find out what's required and where to get it.
c. work out every day.

6. Public agencies

s. can help almost everyone.
e. should only be used if everything else fails.
u. are all at City Hall.

7. Goals are

c. scored in soccer.
s. things a person wants in the future.
e. put on us by other people.

Do the letters on the board spell a word? They should.

[1] *Webster's New Collegiate Dictionary*, 1977 edition

M/JH-34

Personal Profile

Different jobs require different types of reading and different all-round qualifications. The following questionnaire is to help you see certain general traits that you have.

1. Do you read the newspaper? If so, what parts?______________
____
2. Name a magazine or two that you read most often.___________
____
3. Name two or more books that you have read which you have especially liked.______________________________________
4. What T.V. or radio programs do you especially like?__________
____
5. Check the problems listed which cause you the greatest personal concern.

___clothes
___arguments
___complexion
___getting along with others
___grooming
___health
___how to study
___not able to sleep
___lack of friends
___making friends
___manners
___family
___underweight
___too tall
___money
___overweight
___posture
___poor grades
___putting things off
___depending on others
___selfishness
___shyness
___speech
___talking before groups
___teeth
___tests
___too short

M/JH-35

6. What are your chief likes and dislikes? Check if the answer is yes.

___Prefer to work with people?
___Prefer ideas such as research for writing papers, reading?
___Prefer things like automobiles, mechanical equipment?
___Do you prefer to work indoors?
___Prefer outdoor activities?
___Do you prefer physical activities?
___Prefer mental activities?
___Are you a natural leader?
___Do you prefer to have someone tell you what to do?

7. What are your physical and mental characteristics? Check if the answer is yes.

___Are you physically strong?
___Are you nervous?
___Do you work until a job is finished?
___Are you shy?
___Are you self-confident?
___Do you become angry easily?
___Are you calm and not easily irritated?

M/JH-36

Decision Making: Application

In the last two lessons you have learned how your values effect your individual decisions and the importance of working together to make group decisions. Now you need to plan for your future and make some decisions about your job goals.

When you begin to plan for your future job you need to make some decisions about working conditions and preferences. You will also need to examine your skills and abilities. Some of the things to consider when making your decisions are listed below. Look at the list. If you could have your choice of any of the working conditions, which ones would you choose?

Working Condition Preferences

An indoor job	or	An outdoor job
A daytime job	or	A nighttime job
A job where the work is interesting but you don't make much money	or	A job where the work is dull, but you make a lot of money
A part-time job	or	A full-time job
A job where you work alone	or	A job where you work with lots of people
A job where you wear old clothes	or	A job where you wear good clothes
A job in the city	or	A job in a rural area
A job where you have a boss	or	A job where you can take it easy and not make a lot of money

M/JH-37

A job where you can sit while working   or   A job where you can move around while you're working

You will also need to decide what you want out of your job. Below is a list of values that describe the reasons for the decisions many people make in their jobs. Look at the list and decide which values best describe the reason for your selecting a particular job.

independence
education
helping others
family welfare
responsibility
money
honesty
creativity
power
long term security
respect of others
immediate pleasures
self satisfaction

M/JH-38

Career Choices

In this exercise you will make decisions about the best career selection for each person described. Identify the career you think each person should choose. Be sure to consider the preferences and strengths of each person before you make your choice.

Preferences and Strengths	**Career Choices**
1. Pam	Pam should choose
is well organized	a. chef
is interested in nutrition	b. artist
likes to make things look pretty	
2. Dana	Dana should choose
likes children	a. salesperson
likes to read	b. children's librarian
is creative and likes to organize	
3. Sandra	Sandra should choose
has an interest in science	a. astronomy
is very observant	b. nurse
keeps accurate records	
likes to work with people	
4. Todd	Todd should choose
likes to work with people	a. automobile repairman
enjoys outdoor work-doesn't mind getting dirty	b. math teacher
likes to fix and repair things	

5. Lisa	Lisa should choose
likes to work with her hands	a. carpenter
likes to use tools	b. travel agent
enjoys mathematics	
likes to work outdoors	

---

6. Larry	Larry should choose
likes to work with people	a. ticket agent
has a good speaking voice	b. politician
likes to read schedules	
has good math skills	

In this part of the exercise you may select the career that will be best for people listed below.

7. James	James should be a:
likes to repair machinery	______________________
enjoys math	
is a good ball player	
is big and strong for his age	
likes to build things	

---

8. Suzanne	Suzanne should be a:
likes to talk	______________________
enjoys being in plays	
likes to organize activities	
likes to work with people	

---

9. Pete

Pete should be a: ____________________

is a responsible person
is a good student but gets bored in school
is very quiet
likes to do things for his friends
likes to read and sketch his "supercars"

---

10. Gina

Gina should be a: ____________________

likes to write stories
is a good leader
enjoys reading and language
teaches neighbor kids and reads to them
enjoys outdoor activities

---

11. Mary Jane

Mary Jane should be a: ____________________

likes to spend time outdoors
likes to get up early
has good math and science skills
has good written communication skills
likes to be alone
is curious about many things-prefers to look up answers herself rather than ask someone

Area I- Category A- Competency 2

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I UNDERSTAND MY INTERESTS AND ABILITIES AND HOW THEY HELP ME MAKE A CAREER CHOICE.
TIME: 3 SESSIONS, 30-50 MINUTES EACH
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: WORKSHEETS EXCERPT FROM: ST. LOUIS CAREER CURRICULUM

"MY INTERESTS+ABILITIES=MY WORK"

INTRODUCTION: Students find career exploration more meaningful when they discover the link between identification of their interests and abilities with related career areas. In this three-part activity, students will discover career fields that relate directly to their interests and abilities. If you are currently using an interest inventory, this would be redundant.

PROCEDURE:

1. Introduce this activity by explaining that during this three-part exercise, students will be identifying their interests and abilities; then they will learn what career areas match them best.
2. Introduce session one by reading the "Your Interests" teacher sheet to the class. Distribute the "I Like" student worksheet and review the directions with them. Explain that the dark letters behind each item will be used later to find out about careers.
3. Ask some students to share several identified interests. Collect the sheets for future use.
4. Introduce session two in the same manner as session one. Indicate that today the focus is on each person's abilities. Read to the class the "Your Abilities" teacher sheet and distribute the "I Can" student worksheet. Review the directions with the class.
5. Ask some students to share a few identified abilities from their worksheet and collect the sheets for future use.

6. Introduce the third session by explaining that now students will now be using the information from the previous lessons to find which career areas they may wish to explore. Distribute the "I Like" and "I Can" worksheets.
7. Read to the class the information on "Interests+Abilities" teacher sheet. Distribute the "Interests+Abilities=My Work" student worksheet and review the directions.
8. Ask students to compile the information needed, and elicit answers to share with the class.

OBSERVATION NOTES

Be aware of students who have difficulty identifying areas of interests. These students may benefit from small group or individual counseling sessions.

M/JH-42

YOUR INTERESTS

Your interests are things you like to do. These are shown in many ways. They may be something you do with others, such as playing a sport, listening to music, or just talking. Your interests can also be independent, such as reading, writing a story, or collecting baseball cards.

Below are some questions to help you think about your interests. Note that some of your interests are the same as those of your classmates while some of them are unique.

1. What are some things you like to do in your spare time?
2. What do you usually do after school?
3. Do you take any special lessons? (Musical instrument, karate, dance, etc.)
4. How much time do you spend watching television? Name some of your favorite programs.
5. Have you ever been to: a farm? a circus? a zoo? a national park? the Science Center? the Art Museum?
6. Which school subjects do you like best? Least?
7. How much time do you spend reading?
8. Do you enjoy sports? In which sports do you participate?
9. What famous person would you most want to be like?
10. Whom do you know personally that has a job you think you might like to do?

On the activity sheet, "I Like," you will have a chance to find out some of your interests.

YOUR ABILITIES

Your abilities are things you do well and they are shown in many ways. If you can write a song or design your own clothes, but cannot understand metric numbers, your abilities are probably centered around artistic or creative things rather than mathematical or mechanical things.

Knowing our abilities, which are our strengths, helps us to also know our weaknesses. If we know we don't understand metric numbers, then it's important we find someone to help us. It may be an older brother, a teacher, or a friend. Through help and determination, we can overcome our weaknesses and turn them into abilities.

Think about your abilities.

Are you a leader?

Are you artistic?

Are you sociable?

Do you have a good memory?

Are you dependable?

Do you show good judgement?

Are you a good listener?

Do you have physical stamina?

Are you good with your hands?

Are you mathematical?

On the activity sheet, "I Can," you will have a chance to find out some of your abilities.

M/JH-44

INTERESTS + ABILITIES

You had an opportunity to examine your interests and your abilities. Now it's time to answer the question, "What does all this mean?" Look at your "I Can" and "I Like" charts. Next to the item you checked, you will find a symbol. For example:

___1. I can grow fruits and vegetables. (0)

The symbol (0) stands for outdoors. There are seven other symbols and each stands for a special kind of work. The symbols and description of the work they represent are listed below:

L	**Literary work:** People interested in literary work like to read, write, and teach.
S	**Scientific work:** People interested in scientific work like to solve problems or invent things.
M	**Mechanical work:** People interested in mechanical work like to use machines and tools and fix things.
C	**Clerical work:** People interested in clerical work like details, accuracy, and working indoors.
P	**Persuasive work:** People interested in persuasive work like to deal with others and sell them ideas and products.
O	**Outdoor work:** People interested in outdoor work usually do well as farmers, foresters, construction workers, and recreational specialists.
SS	**Social Service work:** People interested in social service work enjoy helping people.
A	**Artistic work:** People interested in artistic work like to create things with hands using designs, colors, and different materials.

Now that you know what the different kinds of work are, look through your "I Can" and "I Like" sheets. Using only the items you checked, count the number of symbols from both sheets for each of the eight different types of work. Add them up. You may have eight 0's, one A, etc. On the activity sheet, "Interests + Abilities = My Work," list your answers.

M/JH-45

INTERESTS + ABILITIES = MY WORK

Symbol	Number of check marks	You might like to be:
L	________	newspaper reporter, magazine writer, author, librarian, proofreader, news broadcaster, copywriter, teacher
S	________	doctor, x-ray technician, chemist, nurse, engineer, paramedic, dentist, astronaut, oceanographer
M	________	auto mechanic, computer repairperson, radio repairperson, machinist, cable tv technician, forklift operator, telephone linesperson, locksmith
C	________	secretary, computer operator, bookkeeper, switchboard operator, ticket agent, accountant, bank teller, post office clerk, file clerk
P	________	lawyer, salesperson, travel agent, politician, salesclerk, employment manager
O	________	house painter, forester, meter maid, brick layer, farmer, sports instructor, recreational director, garbage collector
SS	________	YMCA worker, drug counselor, health department official, vocational counselor, social worker, home economist, nurses' aide, minister
A	________	artist, architect, dress designer, cartoonist, furniture upholsterer, interior decorator, hair stylist, model, musical composer

M/JH-46

Which symbol had the highest number of marks? ______________

What does this tell you about yourself?
____
____
____

What school subjects should you concentrate on for these work interests? ____
____
____

M/JH-47

I CAN

DIRECTIONS: Below you will find a list of some things that young people might do. Place a check mark next to the items you can do.

1. grow fruits and vegetables (O)
2. work well with others (P)
3. follow written and oral directions (M)
4. write a story (L)
5. usually get what I want (P)
6. look at a person and know what kind of clothes look best (A)
7. write a sentence (C-L)
8. repair cars and bikes (M)
9. design a set for a play (A)
10. do my math work easily(S-M)
11. do my science work easily (S)
12. plan activities for others (SS)
13. start a project and finish it (M)
14. type (C)
15. watch something happen and explain it to other people exactly as I saw it (L)
16. use a calculator (C)
17. sell the most pencils, candy bars or candles for my school (P)
18. understand people often have different moods (SS)
19. teach or supervise outside sports (O)
20. write a play (L)
21. encourage people to do things they don't want to do (P)
22. work with metric numbers (M)
23. listen to someone describe what they want and draw it (A)
24. be alone with trees, flowers, etc., and not feel alone (O)
25. play a musical instrument (A)
26. convert regular numbers to metric (M)
27. spell correctly (C)
28. perform science experiments (S)
29. fix a broken toy (M)
30. be outside in any weather (O)
31. talk to people and explain things carefully (SS)
32. keep track of how much money I spend and how much is left (C)
33. take something apart and put it back together again (M)

34. study something and find a better way to do it (S)
35. rewrite an advertisement in the newspaper and make it sound better (L)
36. watch fish and how they act all day long (S)
37. find solutions to problems faster than my friends (S)
38. feel comfortable interviewing people (L)
39. understand when people need sympathy (SS)
40. spend time with people and not be bored (SS)
41. feel very comfortable working outside on a job (O)
42. be creative in most things that I do (A)
43. express myself well when talking to other people (P)

M/JH-49

I LIKE

DIRECTIONS: Below you will find a list of some things a young person might like. Place a check mark next to the items you like.

1. knowing I might discover a cure for cancer (S)
2. to read the newspaper (L)
3. to invent things (S)
4. journalism (L)
5. art (A)
6. literature (L)
7. science (S-O-SS)
8. to work with your hands (M-A)
9. to talk to people (P)
10. a challenge (S-M)
11. business courses (C)
12. to talk on the phone (C)
13. plays (L)
14. to be a leader (P)
15. vocal music (A)
16. the zoo (O-S)
17. to organize things (L-C)
18. to study water (S)
19. math (S-M-C)
20. to watch the birds (O)
21. designing and drawing (A)
22. reading (L)
23. to watch the TV repairperson fix the TV (M)
24. photography (A)
25. rafting and fishing (O)
26. act in a school play (A)
27. to visit Grant's Farm (O)
28. to be outside (O)
29. chemistry (S)
30. English (I-C)
31. to see people happy (SS)
32. business education (C)
33. to be with people (P-SS)
34. to visit auto repair shops (M)
35. to visit large offices and see the computers (C)
36. visiting the library (L)
37. to explore (S)
38. people (C-P-SS)

M/JH-50

39. to be challenged (S-P)
40. to see movies about space (S)
41. to work with tools (M)
42. home economics (M)
43. writing (L)
44. industrial arts (M-O)
45. doing things for others (SS)
46. camping out (O)
47. working with colors (A)
48. to read about solar energy in houses (L)
49. thinking about others before myself (SS)
50. gym (O)
51. constructing things (O-M)
52. to study nature (O)
53. helping people solve their problems (SS)
54. cooking (SS-A)
55. arguing (P)
56. operating equipment (M)
57. learning about computers (M)
58. knowing why people get sick and how to make them well (S)
59. to be accurate (C-M)
60. to work indoors (C-L)
61. doing the same job over and over (C)
62. working with animals (O-S)
63. wearing a uniform (M-O)

Area I- Category A- Competency 2

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I UNDERSTAND MY INTERESTS AND ABILITIES AND HOW THEY HELP ME MAKE A CAREER CHOICE.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6-8
MATERIALS: "MY FAVORITE SUBJECTS" AND "SUBJECT AREAS RELATED TO CAREERS"

"MYSELF-MY FUTURE"

INTRODUCTION: This lesson is designed to pull together a student's thoughts about his or her subject area interests with ideas about careers that utilizes skills in these areas. Hopefully this will add a more meaningful direction to the student's present efforts in school.

PROCEDURE:

1. Explain to the class that the kinds of subjects in school that they enjoy may eventually set a direction for a career choice.
2. Distribute the "My Favorite Subjects" worksheet and ask the class to rank order these areas.
3. Next distribute the "Subject Areas Related to Careers" worksheet and ask the students to scan the list of career suggestions under their number one ranked subject area and to put a check next to any career on that list that sounds interesting to them. Ask them to do the same under their number two ranked subject area. They may add ideas of their own under "other."
4. Ask if anyone found a career that appeared under both their number one and number two areas. Suggest that when a career incorporates more than one of their interests, it has an even greater potential for satisfying them.
5. Discuss whether it surprised them that certain careers appeared on certain lists. An example might be FBI agent on the social studies list or roofer on the math list. Ask the class to guess the relationship between the career and subject area.
6. Ask if anyone is interested in a career not listed and under what subject(s) area(s) would it pertain.

7. Suggest that the students interview an adult concerning their job and to inquire which skills from what subjects have they used in their work.

OBSERVATION NOTES

Some students may not admit to liking any school subject. In this case emphasize that this is just rank ordering and they might think of Number "1" as their "least disliked" choice.

M/JH-52

MY FAVORITE SUBJECTS

Directions: Rank these subjects in numberical order, with "1" being your favorite.

_____A) English

_____B) Math

_____C) Science

_____D) Social Studies

_____E) Fine Arts (Music, Art, Drama)

_____F) Practical Arts (Home Ec., Shop, Business)

_____G) Health/P.E.

_____H) Foreign Language

SUBJECT AREAS RELATED TO CAREERS

English

- Demonstrator
- Salesperson
- Receptionist
- Telephone operator
- Proofreader
- Actor/Actress
- Author
- Business person
- Airline flight attendant
- Radio or TV announcer
- Secretary
- Advertising copywriter
- Lawyer
- Newspaper reporter
- Technical writer
- Librarian
- Teacher
- Public relations worker
- Psychologist

Math

- Salesperson
- Bank clerk
- Postal clerk
- Bookkeeper
- Roofer
- Waiter/Waitress
- Computer operator
- Real estate agent
- Interior designer
- Insurance agent
- Airline pilot
- Buyer
- Carpenter
- Tax consultant
- Lab assistant
- Chemist
- Architect
- Teacher
- Accountant
- Engineer

Science

- Nurse's aide
- Lab assistant
- Landscape gardener
- Pharmaceutical salesman
- Dental hygienist
- X-ray technician
- Science teacher
- Dentist
- Engineer
- Dietician
- Physical therapist
- Astronomer
- Optometrist

Social Studies

- Taxi driver
- Museum guide
- Detective
- Salesperson
- Police officer
- Travel agent
- Government official
- Foreign correspondent
- Newspaper editor
- Sociologist
- Teacher

M/JH-54

Fine Arts

Gift wrapper
Sign painter
Wood engraver
Model
Choreographer
Artist
Cartoonist
Photographer
Interior designer
Beautician
Jeweler
Auto designer
Curator
Architect
Teacher

Health/P.E.

Optician
Psychiatric aide
Medical records librarian
Radiologist
Dietician
Coach
Biochemist
Pathologist
Physician
Veterinarian
Speech therapist
Ear, nose, throat therapist

Practical Arts

File clerk
Checker
Receptionist
Teller
Custodian
Tree trimmer
Brick layer
Carpenter
Tailor/seamstress
Electrician
Plumber
Welder
Mechanic
Stock broker
Economist
Draftsperson

Foreign Language

Travel guide
Flight attendant
Customs examiner
Export clerk
Musician
Sales representative
Tutor
Actor/actress
Drama coach
Historian
Librarian
Social worker

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I UNDERSTAND HOW TO PREPARE FOR CAREERS IN WHICH I MAY BE INTERESTED.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: "MY SKILLS INVENTORY" WORKSHEET

"MY SKILLS INVENTORY"

INTRODUCTION: This activity puts the focus on student self-appraisal of their current level of pre-career basic skills.

PROCEDURE:

1. Introduce the activity by reviewing the activity "Start With The Basics." Remind students that the pre-career skills are reading, writing and math skills; the ability to communicate effectively; taking direction and supervision in a positive way; accepting personal responsibility and the ability to get along with others. Remind students that these are skills anyone must have in order to successfully pursue a career.
2. Request that students give an honest look at the level of their current pre-career skills by filling in the student worksheet, "My Skills Inventory."
3. Assist students in filling in the form, and elicit responses on a voluntary basis.
4. Request that students suggest ways a person could improve an area of weakness. Suggest:

    a) Seeking help from teachers, counselors, friends, family
    b) Reading self help books
    c) Making a "self improvement" plan
    d) Practicing positive self messages.

    These are all possible solutions.

OBSERVATION NOTES

Provide individual help to students who indicate areas of weakness and seek assistance. Be aware of any student who is not taking the task seriously.

M/JH-56

MY SKILLS INVENTORY

Name:________________________ Class:______________________
Date:______________

Please fill in the following skills inventory. Rate yourself from one to five in each category, one being the weakest and five being the strongest. Three would be average. Be sure to answer the questions at the bottom of the page. Be realistic and honest about yourself!

Academic Skills	Rating				
Math	1	2	3	4	5
Reading	1	2	3	4	5
Writing/Spelling	1	2	3	4	5
Communication Skills					
I can speak clearly.	1	2	3	4	5
I can listen closely.	1	2	3	4	5
I can effectively convey ideas in a written form.	1	2	3	4	5
Personal Skills					
I can take orders or supervision.	1	2	3	4	5
I can get along with others.	1	2	3	4	5
I can take on responsibilities	1	2	3	4	5

(Give Examples)____

____

I need the most help with__________________________________

I seem to be best at______________________________________

Area I- Category A- Competency 3

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I UNDERSTAND HOW TO PREPARE FOR CAREERS IN WHICH I MAY BE INTERESTED.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"START WITH THE BASICS"

INTRODUCTION: The preparation for a career begins with a meaningful knowledge of basic skills that will be needed in order to pursue any career. This activity helps students organize their thinking about the status of their mastery of basic pre-career skills.

PROCEDURE:

1. Introduce the concept of career preparation by encouraging a general discussion of careers. Encourage responses from the class about their current career interests.
2. Request that each student think of a skill that a person might need to get a job to begin a career. This should be general in nature. If a student responds with a very specific skill, such as "a person might need to learn how to operate a computer," re-direct the thinking to more general skills, such as "Yes, but what skills might you need to have in order to learn how to operate a computer?" Elicit responses and provide the following specific pre-career skills that need to be mastered for any career: (Write the skills list on the chalkboard.)

    a) Reading
    b) Writing
    c) Math skills
    d) Ability to communicate effectively
    e) Taking directions and supervision in a positive way
    f) Accepting personal responsibility
    g) Ability to get along with others

3. Illustrate how gaining these skills is important in middle school by telling the following story: "We have discussed some important skills a person needs in order to pursue a career. I am going to read you a short paragraph, and I'd like you to describe the skills the person in the story needs in order to do the job." The needed skills are in parentheses; omit these while reading aloud.

   A Day at the Ice Cream Stand

   Helen, fifteen, has a job at the ice cream stand during the summer. She has to be at work by 11:30 a.m. in a clean, pressed uniform. (Personal responsibility). When she arrives, the assistant manager will give her a list of duties that must be done. (Taking directions and supervision). Often Helen will get telephone orders from people who will stop by on their lunch hour. She must get the order written down accurately, and tell the person the correct amount of money the order will cost. (Communicating clearly writing and math skills). Sometimes she has to make a special order, so she must read the recipe card and mix the correct proportions. (Reading and math skills). Every once in a while, a customer is given the wrong order or is not satisfied with their ice cream. Helen must solve the problem in a helpful way so the customer is satisfied. (The ability to get along with others). Helen must clean up before she goes home. Often she misses activities with friends because of her job, but Helen likes the money her job provides her. (Personal responsibility).

4. Students may write their own brief career paragraphs and identify the skills needed in the particular situations. Stories featuring babysitting, lawn care jobs and others within the students' experiences are to be encouraged.
5. Inform students that in another activity, they will assess the current state of their own pre-career skills.

OBSERVATION NOTES

Give extra help to students who have difficulty identifying pre-career skills or who show a particular interest in a more in-depth survey of their own skills.

Area I- Category A- Competency 3

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I UNDERSTAND HOW TO PREPARE FOR CAREERS IN WHICH I MAY BE INTERESTED.
TIME: FOUR SESSIONS-ONE HOUR EACH
GROUP SIZE: SMALL GROUP GRADE LEVEL: 7-9
MATERIALS: HANDOUTS-"CAREER CLUSTERS" AND "INTERVIEW SUGGESTIONS"
EXCERPT FROM: ST. LOUIS PUBLIC SCHOOL CAREER EDUCATION CURRICULUM

"BE THE BEST YOU CAN BE"

INTRODUCTION: Students need to realize that they are their own greatest resource for change. If they have attitudes and behaviors that are preventing them from doing their best, they have the resources to change themselves. Students will need to use these resources to understand their interests, values, abilities and how these relate to career choices. Career choices in this lesson means only choices to explore.

PROCEDURE:

SESSION 1

1. Pass out the "Career Cluster" form to each student. Require the students to rank, one to three, their top three career choices to explore. Emphasize to the students that, "Interest+Ability=Career. In order for them to be successful they will have to be interested in a career and have the ability in that area.
2. Each student will write down what they feel their number one career choice is like. These are examples of questions you may ask:

   a) How much schooling do you need?
   b) Do you need any specific skills?
   c) Do you use specific tools?

3. The students will need to spend time in the library doing research on their career choice. They will need to write a two page paper from their research. This paper can include personal

interviews with someone in the business. This would be an excellent way for students to learn first hand information. The leader may need to assist the students by contacting the professional first and asking for an interview. The student may feel better taking on this task if they have already been introduced personally. If students decide to do an interview they can use the "Interview Suggestions" as a guideline.

SESSION 2

1. Research in library and by interviewing professionals.
2. The leader will need to keep students on task by checking their progress.

SESSION 3

1. The students should compile information and write it into a presentation form. The leader will need to suggest different ways to present their research to make it more original. The following are examples:

    a) Art work
    b) Taping the interview
    c) Making a video for interviews

SESSION 4

1. Each student should present their careers.
2. The leader needs to write these questions on the board so that each student may honestly answer them.

    a) After doing extensive research on your career choice, was it like you thought it would be?
    b) Is this career still your first career choice?

OBSERVATION NOTES

The leader should note any student that cannot name a career in which they are interested. These students may need individual clarification of their interest areas.

M/JH-59

CAREER CLUSTERS

There are over 30,000 different job titles in the United States today. It would take a lifetime to study all of them. Many of the careers are alike in some ways. They may do the same type of work. They may require the same type of training. They may be done in the same place. The United States Office of Education has grouped together those careers which are related into fifteen different groups called clusters. Below are the fifteen clusters and some of the careers in each.

Agriculture

Farmer
Wildlife/Conservation Technician
Agronomist
Horse Breeder
Agricultural Engineer
Entomologist

Business & Office

Accountant
Computer Programmer
Bank Teller
Receptionist
Bookkeeper
Insurance Underwriter

Health

Medical Technician
Practical Nurse
Audiologist
Veterinarian
Physical Therapist
Dental Hygenist

Public Service

Teacher
Lawyer
Armed Forces
Fire Fighter
F.B.I. Agent
Census Clerk

Natural Resources & Environment

Urban Planner
Forest Ranger
Geodesist
Sociologist
Soil Conservationist
Environmental Engineer

Communication & Media

Television Producer
Technical Writer
Graphic Artist
Cameraperson
Stage Hand
Disc Jockey

Hospitality & Recreation

Stunt Man
Recreation Specialist
Hotel Manager
Ski Instructor
Professional Athlete
Chef

Manufacturing

Tool Designer
Millwright
Electrical Engineer
Machinist
Foreman
Sheet Metal Worker

Marketing & Distribution

Market Researcher
Mail/Stockroom Clerk
Salesperson
Retail Store Manager
Statistical Typist
Newspaper Circulation Manager

Marine Science

Fish Culturist
Oceanographer
Aquanaut
Hydrologist
Marine Biologist
Research Technician

Personal Services

Tailor
Waiter/Waitress
Travel Guide
Cosmetologist
Marriage Counselor
Masseur/Masseuse

Construction

Carpenter
Surveyor
Pipefitter
Stonemason
Draftsman
Architectural Engineer

Transportation	Consumer Education & Home Economics	Fine Arts & Humanities
Airplane Pilot	Homemaker	Clothing Designer
Cab Driver	Dietician	Historian
Air Traffic Controller	Credit Manager	Astronomer
Merchant Marine	Home Economist	Cartoonist
Truck Driver	Nutritionist	Playright
Steward/Stewardess	Consumer Affairs Manager	Opera Singer

INTERVIEW SUGGESTIONS

Be polite and courteous. Thank the person at the conclusion of the interview. If this procedure is handled correctly, you can learn a wealth of career information just by talking to the people in your home.

Consider asking some of the following interview questions:

- What type of work do you do?
- Why do you work?
- When do you do your job?
- Where do you work?
- Did school help you with your job?
- With what kind of people do you work?
- How do you get paid for your job-by the hour, week, month, or by piece work?
- What benefits do you receive?
- Do you like your job? Why?
- What don't you like about your job.
- What kind of standard of living do you feel this job provides you?
- Do you feel that you could do a better job if you had more schooling?
- What were your favorite subjects in school?

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I UNDERSTAND THE IMPORTANCE OF MAKING PLANS FOR THE FUTURE (JOBS, VOCATIONAL TECHNICAL EDUCATION, EMPLOYMENT AND TRAINING PROGRAMS, COLLEGE, AND MILITARY).
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-8
MATERIALS: NONE

"CAREER DAYDREAM"

INTRODUCTION: Students need to daydream or project beyond the present in order to begin exploring careers beyond school. This is a good introductory activity to begin a career awareness unit. The leader should model the exercise if students seem reluctant or unable to daydream.

PROCEDURE:

1. Introduce the idea of projection or daydreaming. Explain that students are to use their imagination and emphasize that when their daydreams are shared, others will not evaluate or criticize them.
2. Ask students to listen to the following directions: "Today we will guide you through a sort of career daydream. I'd like you to close your eyes, and get really comfortable. Think about a career you would like to have in ten years. Can you see yourself? What career do you have? What kinds of things do you do during the day in your career? Think about where you would be living, things you would have, how you would feel about your life. Think and daydream for the next several minutes, and be sure to get a real sharp image of yourself. When we've daydreamed for a few minutes, we will share our dreams together."
3. Ask students to share their daydreams with the class.
4. Ask students where the information they have about their dream career originated. It may be based on a real person, on a TV image or a myriad of other sources.

OBSERVATION NOTES

The leader should be aware of students who seem unable to daydream even with modeling. These students may benefit from individual counseling or exposure to career information of a general nature.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: EXPLORING AND PLANNING FOR CAREERS

COMPETENCY: I UNDERSTAND THE IMPORTANCE OF MAKING PLANS FOR THE FUTURE (JOBS, VOCATIONAL TECHNICAL EDUCATION, EMPLOYMENT AND TRAINING PROGRAMS, COLLEGE, AND MILITARY).
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-9
MATERIALS: "LOOKING INTO THE FUTURE: JOB VALUES"
EXCERPT FROM: ST. LOUIS CAREER INFORMATION

"LOOKING INTO THE FUTURE"

INTRODUCTION: Middle level students often have difficulty planning for the future. This activity is designed to teach the relationship between students' values and decisions about their future.

PROCEDURE:

1. Introduce the activity by writing the following terms on the board or presenting them on a pre-printed poster board:

   Beauty
   Honesty
   Health
   Independence
   Helping others
   Money
   Creativity
   Education
   Power
   Respect for others
   Immediate pleasure
   Family welfare
   Responsibility

2. Ask students to put these values into a personal ranking order on paper, beginning with the most important. Encourage them to be honest and private, as these will not be shared. Clarify any terms as necessary during this procedure. Collect the papers making certain all students have participated and that their names are on the paper.
3. Hand out the student worksheet "Looking into the Future," and explain that people always make decisions based on their values. The seven situations on the worksheet outline decisions that have been made. The students must identify what the value was that determined the decision. Ask students to complete the worksheet and share responses. Point out how the

personal value determined each person's course of action. Ask students if they would have made different decisions and what value would have led to that decision.

4. Request that each student write at least one similar situation in which they have to make a decision about their summer plans. The situation can involve deciding between two job offers, deciding between working and not working, deciding to go with family on vacation or staying home to be with friends, or similar situations. Encourage them to identify the values that may be in conflict.
5. Hand back the list they compiled in step one. Ask if the situation they devised was in accordance with their value ranking or different. Ask if they would revise their value rankings if they could re-write them. Remind them they will have many future decisions to make in which they must decide between conflicting values. These decisions should reflect the prioritization of their values.

OBSERVATION NOTES

Students who have difficulty revealing or determining their values may benefit from individual assistance in value clarification.

M/JH-64

LOOKING INTO THE FUTURE: JOB VALUES

From the list below, select the one value you feel best describes the reason for the decision made by the person involved in this job situation.

a. beauty
b. independentce
c. money
d. education
e. respect for others
f. family welfare
g. honesty
h. helping others
i. creativity
j. immediate pleasures
k. power
l. responsibility

_____1. Betty has an opportunity to take a job in a faraway location. She has waited several years for a chance at this job. However, her mother is ill and has become very dependent upon Betty. Mother cannot be moved. Betty did not accept the new job.

_____2. Tom was doing a job which he liked very much. However, his oldest son (one of four children in the family) was ready to enter college and the expenses of supporting his family were going up. He was offered a position in which he would have to do a type of work he did not like, but the salary was nearly double that of his present job. He took the new job.

_____3. George was a very bright young man just out of high school. His father offered to pay all of his expenses for a four-year college education. However, George took a job at a local garage as a mechanic's helper in order to buy a used motorcycle that his friend wanted to sell.

_____4. Sally had a choice of jobs. She could go to work in a greeting card studio painting original ideas for card fronts or she could go to work as a copy artist, transferring old paintings to greeting cards. She took the job in the studio.

_____5. Tess and Jim got married. Tess's father owned a large chain of supermarkets. She offered Jim a job as a vice-president of the company. Jim, instead, opened his own grocery store in a distant city with some money he had saved himself.

_____6. Archie was encouraged by some close friends to drop out of high school for the year and go with them to spend the winter on Florida beaches. Archie decided to stay in school.

_____7. Alexandria is a "candy striper" in a local home for aged people. She works after school and on Saturdays. She tried out for a large part in the high school play and won the audition. She wanted to do the part in the play very much, but she would have to practice after school and several Saturdays to get the play ready. She turned the part down and did not appear in the play.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

COMPETENCY: I KNOW HOW TO HANDLE "KIDDING" FROM OTHER STUDENTS IF I HAVE AN INTEREST IN CHOOSING A CLASS USUALLY TAKEN OR A JOB USUALLY FILLED BY THE OPPOSITE SEX.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6
MATERIALS: PAPER AND PENCIL, COMMUNITY MEMBERS IN NON-TRADITIONAL ROLES

"YOU CAN'T KID ME"

INTRODUCTION: This strategy will help students identify the ways others have dealt with the criticism/"kidding" that may be associated with making a non-traditional occupational/activity choice.

PROCEDURE:

1. Identify community members who have made non-traditional choices in occupations or leisure activities.
2. Arrange for individuals to come to class or for students to conduct an interview (outside of the class) with individuals. The focus of the interview will be on the difficulty and challenge of making a choice that is different from what others might expect as well as the coping skills the individual used when or if others "kidded" them.
3. Conduct a discussion during class on the elements of coping with criticism.
4. Process this strategy by having the students write a "Dear Me" letter. For example: "Dear Me, You have made a choice that's unusual for a boy (girl). Other people might kid you about it. I know you though. You will handle it by..." Encourage students to share their letters.

OBSERVATION NOTES

Be sensitive to those who have made choices that are non-traditional. Provide extra support or practice as appropriate.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

COMPETENCY: I KNOW HOW TO HANDLE "KIDDING" FROM OTHER STUDENTS IF I HAVE AN INTEREST IN CHOOSING A CLASS USUALLY TAKEN OR A JOB USUALLY FILLED BY THE OPPOSITE SEX.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: QUESTIONNAIRE SHEET

"EQUALITY CHOICE- JOBS AND CAREERS"

INTRODUCTION: Inform all students that we all have talents and skills we need to identify and learn to apply. These skills are already possessed and are required for a wide variety of jobs. As students apply their work skills in various job related activities, they find that: (1) a skill is not dependent upon gender and (2) a skill required for one type of work is often transferable to another.

PROCEDURE:

1. Stimulate discussion of stereotypes in occupational and home sex-roles.
2. Inform students that if they apply their work skills in various job related activities, they find that:

   a) a skill is not dependent upon gender
   b) a skill required for one type of work is often transferable to another.

3. Distribute questionnaire to students.
4. After students have completed the worksheet, discuss the answers with the students.

OBSERVATION NOTES:

Some students may need help with defining some of the terms. While they are working on the worksheet, the counselor should circulate and give help where needed.

M/JH-68

Questionnaire Sheet

1. What do you think a "job" is?

2. Do you have job's that you do at home or school?

3. What do you think "work" is?

4. Why do you think people work?

5. Do you think both women and men work at jobs?

6. What do you think the word "skill" means?

7. Do you think you have some skills?

M/JH-69

Answer Sheet

1. Piece of work, task done by assignment, or volunteered or by agreement for pay or no pay, a chore, a duty.

2. Students name job.

3. A job is a type of work. Both work and job can be used interchangeably at this level.

4. Most answers should be acceptable.

5. Most answers should be acceptable.

6. Being able to do a small part of a larger job well. Ability to perform a stated function.

7. Students can name skills, able to play sports, and musical ability.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

COMPETENCY: I KNOW HOW TO HANDLE "KIDDING" FROM OTHER STUDENTS IF I HAVE AN INTEREST IN CHOOSING A CLASS USUALLY TAKEN OR A JOB USUALLY FILLED BY THE OPPOSITE SEX.
TIME: 30-50 MINUTES
GROUP SIZE: CLASS OR SMALL GROUP GRADE LEVEL: 7-8
MATERIALS: BILLY'S DAY

"OF COURSE...WHY NOT?"

INTRODUCTION: Young adolescents are confronted with a changing world where male/female roles are constantly being re-defined. This activity is designed to help students remain open minded and deal with others who may have rigid, traditional ideas about gender roles and responsibilities.

PROCEDURE:

1. Introduce the activity by asking students to think about why some people choose interests or careers that seem to be inappropriate for them because of their sex. Ask for examples. Request that students think about what makes the choice seem inappropriate. Is it based on traditional acceptance or on real limitations? Suggest it may be due to a simple personal preference, or that it is a responsibility that must be met. In other words, it may be that the person likes to do it, or does it because it must be done. Give an example, such as a boy taking a job washing dishes and continuuing in the food service area because there are not other jobs available.
2. Ask students how these people deal with others who may not be comfortable with non-traditional roles for men and women. Elicit examples from the class, and place responses on the board.
3. Suggest that one way to deal with rigid attitudes and teasing is the "of course...why not?" response. For example, if a boy is washing dishes, and a friend teases him, instead of getting defensive and angry, he simple turns the teasing around by saying "of course I do the dishes. Why not?"

4. Give the sample story to the class, and request that they read the story and underline any part that they feel might cause others to tease the character due to performance of a non-traditional role or interest.
5. Gather class responses and identify the possible situations that might cause teasing. Ask for two volunteers to role-play each situation. One person will be the teaser, the other will be the responder. Reinforce use of the "Of course...why not?" response.
6. Request that the class process the responses they heard, and evaluate the use of the "Of course...why not?" technique. Ask students to suggest equally effective techniques. Possibilities would be: re-directing the conversation, laughing with the teaser, or others.

OBSERVATION NOTES

Pay particular attention to those students who appear to enjoy the role of the teaser, and those who appear to lack coping techniques with teasing. Both types of students would benefit from group or individual helping session.

M/JH-71

BILLY'S DAY

Billy Smith, thirteen, has lots of responsibilities. In his family, there is mother, Billy (the oldest), and two younger kids, a brother Joe, eight, and a sister Kelli, five.

Billy's day usually goes something like this: Mother leaves for work before 7:00 each morning. Some days she isn't able to make a lunch for the kids, so Billy has to do that along with fixing breakfast for three kids. Sometimes he has to wake them up, and find their clothes for them. Billy is trying to teach Joe how to iron and cook, but Kelli is still too young. Billy often has to help brush Kelli's hair, and make sure that Joe has brushed his teeth and taken a shower. Billy must get the kids to the bus each morning. Billy really doesn't like to cook, but ironing isn't so bad. He's happy he can make his own clothes look better.

After school, Billy has to make sure the kids can get into the house, because he is trusted with the key. Sometimes Billy wishes he could just stay after school and play baseball with his friends. While waiting for Mother to get home, Billy often has to straighten up the house and start dinner for the family. He sometimes has to babysit in the evening if his mother is going out with friends or has something to do. On top of it all, his friend, Brad, loves to tease him about all the "girl's work" he has to do!

Area I- Category C- Competency 13

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CAREERS AND JOBS

COMPETENCY: I KNOW HOW TO HANDLE "KIDDING" FROM OTHER STUDENTS IF I HAVE AN INTEREST IN CHOOSING A CLASS USUALLY TAKEN OR A JOB USUALLY FILLED BY THE OPPOSITE SEX.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8 AND 9
MATERIALS: NONE

"SEX-ROLE STEREOTYPES"

INTRODUCTION: A healthy self-concept reflects recognition of our own maleness or femaleness. Yet our culture exaggerates the differences and restricts us in our growth as individuals.

PROCEDURE:

1. Stimulate discussion about stereotypes and discrimination.
2. After short discussion, inquire if students know the meaning of stereotype and discrimination.
3. Inform students of the meaning of stereotype and discrimination.
4. Inquire if students have observed any changes on the television concerning sex roles that actors play.
5. Encourage short discussion on sex roles displayed on television.
6. Activity: Writing a Story- Require the class to write a story. The characters in the story include: a nurse, a doctor, a model, a judge, a lawyer, an airline attendant, a pilot, a teacher, a plumber and a telephone operator. Have the students select names for the characters. How many of the names fit the sex role stereotype of the position? Discuss the results and reasons with the class.

OBSERVATION NOTES:

Students who appear to be confused about what stereotyping is may need further clarification in a small group.

Area I- Category C- Competency 13

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

COMPETENCY: I KNOW HOW TO HANDLE "KIDDING" FROM OTHER STUDENTS IF I HAVE AN INTEREST IN CHOOSING A CLASS USUALLY TAKEN OR A JOB USUALLY FILLED BY THE OPPOSITE SEX.
TIME: 40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: INTERVIEWS (ONE FOR EACH PARTICIPANT)

"TO BE OR NOT TO BE"

INTRODUCTION: This lesson addresses the issue of freedom of choice in choosing careers. The students' attitudes toward what is "masculine" and "feminine" and how those attitudes affect career choices also will be explored.

PROCEDURE:

1. Explain the terms "stereotype" and "role-reversal". Give examples of terms with an illustration.
2. Introduce the activity with an explanation of attitudes about male/female careers.
3. Ask students to name some careers for men and some for women. Where did these ideas come from?
4. Assign roles from "Interview" activity. Reporter (female), Carol Carpenter (female), Nathan Nurse (male), Judy Jockey (female), Scott Secretary (male).
5. Students participating in the "Interview" activity should stand in the front of the class and read the script.
6. Discuss how each interviewee felt about the part they played?
7. Ask students to respond with feelings about the role reversals, their willingness to consider or accept jobs that are stereotyped for male/female, and what is the most important thing to consider in making a career choice? How does attitude affect career choices?

OBSERVATION NOTES

Be aware of students who voice hostility or express undue discomfort with role-reversal in careers. These students may benefit from individual consultation.

INTERVIEWS
ROLE-REVERSAL CAREERS

Reporter:
Not too long ago, only men were reporters. As you can see, things have changed. Today we are going to explore some careers through interviews with people who, like me, have made career choices in fields which at one time were stereotyped or considered to be only suitable for males or females.

I would like you to meet Carol Carpenter. Carol has been a carpenter for the past eleven years. Carol, why did you decided to be a carpenter?

Carol Carpenter:
"I always liked working with my hands but it wasn't until I was married and needed some things in the house that I discovered I could make things and do repairs. My friends were impressed and liked what I did so much that they told other people about me and since we could use the money, I started doing jobs for pay."

Reporter:
"What is the hardest thing about being a female carpenter?"

Carol Carpenter:
"Hauling large pieces of wood and dealing with men in the lumber yards. Some men seem to resent having a woman doing what they consider to be a man's job."

Reporter:
"Thank you Carol Carpenter. Now, I would like you to meet Nathan Nurse. Can you tell us why you made the decision to become a nurse, Nathan? Isn't nursing considered to be a woman's job?"

Nathan Nurse:
"Nobody becomes a millionaire by becoming a nurse. I think my decision to be a nurse came about because I wanted to do something to help people, something that mattered and counted for something.

There are only five percent male nurses in nursing schools now but that number is expected to grow. I think people sometimes have a hang-up about males entering so-called female professions but if that is what you want to do, go for it. You are the one who should be satisfied with your own career."

Reporter:
"Thank you Nathan Nurse. Next, we will speak to Judy Jockey. Judy has been a Jockey for six years."

Judy Jockey:
"Yes, I have been a jockey for six years and have been riding horses since I could walk. My parents have helped me turn what was a childhood interest into a very exciting and well-paying career. I am the perfect size to be a jockey because I am small. Most jockeys are men and some of them don't like women jockeys but after all, why shouldn't women be good at that? Why shouldn't women be able to have a career they want?"

Reporter:
"I understand you Judy. Thank you. Our last interview is with Scott Secretary. Scott has been a secretary with a large corporation for eight years. Scott, tell us something about your career as a secretary."

Scott Secretary:
"In high school, I took some courses in Accounting and Typewriting and enjoyed them very much. I got A's in all my business courses. I couldn't see how I could go to college after graduation from high school so I decided to go to a business school to learn how to be an office worker. I have worked my way up from the mail room to a responsible position as a secretary. I can go much higher with this company if I continue to do well. People make remarks about me being a male secretary but I am happy with my choice and I feel that is very important."

Area I- Category C- Competency 14

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

COMPETENCY: I KNOW HOW TO HANDLE ADULT DISAPPROVAL IF I HAVE AN INTEREST IN CHOOSING A CLASS USUALLY TAKEN OR A JOB USUALLY FILLED BY THE OPPOSITE SEX.
TIME: 30-50 MINUTES
GROUP SIZE: CLASS OR SMALL GROUP GRADE LEVEL: 7-8
MATERIALS: "BILLY'S DISCOVERY"

"THE RETURN OF 'OF COURSE...WHY NOT?'"

INTRODUCTION: Young adolescents are confronted with a changing world where male/female roles are constantly being re-defined. This activity is designed to help students remain open minded and deal with others who may have rigid, traditional ideas about gender roles and responsibilities.

PROCEDURE:

1. Introduce the activity by asking students to think about why some people choose interests or careers that seem to be inappropriate for them because of their sex. Ask for examples. Request that students think about what makes the choice seem inappropriate. Is it based on traditional acceptance of certain role stereotypes or on real limitations? Suggest it may be due to a simple personal preference or that it is a responsibility that must be met. Give an example, such as the woman who fixes her car's flat tire because she has no one else who will do it for her, but wouldn't choose to do it if she didn't have to.
2. Ask student how these people deal with adults who may not be comfortable with non-traditional roles for men and women. Elicit examples from the class, and place responses on the board.
3. Suggest that one way to deal with rigid attitudes and teasing is the "of course...why not?" response. For example, if a boy is washing dishes, and an adult teases him, instead of getting defensive and angry, he simply turns the teasing around by saying "of course I do the dishes. Why not?"

4. Give the sample story to the class. When they have read the story they should underline any part that they feel might cause adults to tease or discourage the character based on performance of a non-traditional role or interest. Ask students to also identify supportive adults in the story.
5. Gather class responses and identify the possible situations that might cause teasing. Ask for two volunteers to role-play each situation. One person will be the teaser, the other will be the responder. Reinforce use of the "Of course...why not?" response.
6. Request that the class process the responses they heard and evaluate the use of the "Of course...why not?" technique. Ask students to suggest equally effective techniques. Possibilities would be: re-directing the conversation, laughing with the teaser, or others.

OBSERVATION NOTES

Pay particular attention to those students who appear to enjoy the role of the teaser, and those who appear to lack coping techniques with teasing. Both types of students would benefit from a group or individual helping session.

BILLY'S DISCOVERY

Billy Smith, thirteen, has lots of responsibilities. He has to clean, iron, straighten the house and babysit his brother Joe, eight, and his sister Kelli, five, while his mother is at work. He used to hate when he had to cook for his family, but lately he has made a discovery.

He REALLY ENJOYS COOKING! He can't believe it! He used to hate it. Now he not only enjoys coooking but he also gets plenty of compliments from his mom and his relatives. Even Joe and Kelli look forward to his meals! The only problem is Uncle Ralph, 55. Uncle Ralph just isn't comfortable with the way things are today. He laughs if he sees a female letter carrier, or highway worker, or truck driver, and he just can't get used to the idea of a man doing what he thinks is "women's work."

One day, Uncle Ralph stopped by Billy's house to borrow a tool. He found Billy in the kitchen wearing an apron, mixing up a batch of chocolate chip cookies. When he asked Billy why he wasn't out with "the guys" playing ball like HE used to do in HIS day, Billy responded by listing the other things he had to do before mom got home, namely, cleaning the house and babysitting Kelli. Uncle Ralph waited around long enought to eat several cookies while he was teasing Billy.

Billy also had trouble when he decided to take some cooking classes in school. His mom was real supportive, and encourged him. When he went to see his advisor, Mr. Thomas, and explain his new interest in cooking, he met with disapproval. Mr. Thomas did his best to discourage him.

Billy decided to read up on new recipes, so he went to the library to get help. When he went to the information counter and asked for the cookbooks, Ted, a high school boy who worked at the library, thought Billy was joking, and suggested that Billy's mother should have written down what she wanted. Billy explained that the books were for him. Ted had lots of fun with this!

Area I- Category C- Competency 14

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

COMPETENCY: I KNOW HOW TO HANDLE ADULT DISAPPROVAL IF I HAVE AN INTEREST IN CHOOSING A CLASS USUALLY TAKEN OR A JOB USUALLY FILLED BY THE OPPOSITE SEX.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: SITUATION SHEET

"WHAT CAN JENNIFER SAY?"

INTRODUCTION: Some students may face disapproval from adults when they show an interest in pursuing non-traditional classes and careers for someone of their sex. These situations help students brainstorm ways to assertively deal with negative feedback from adults. The leader may wish to do one situation with the whole group at once to model the activity.

PROCEDURE:

1. Explain to the class that the purpose of this activity is to help students deal with criticism from adults in a positive way. Explain that students are to pair off with a partner and think of solutions to the problem situations presented to them. The leader may wish to begin the activity in the following manner: "How many of us today have wanted to do something that we felt was important to us, only to get a put-down or criticism from a parent, teacher, or other adult? Often we argue with the adult and the end result is frustration and anger. Today we will look at some situations that involve students and adults in conflict situations. See if you can think of some possible solutions to share with the class."
2. Distribute the problem situations and instruct the class to take ten minutes to think of possible solutions.
3. Ask student pairs to share their solutions, and elicit other possibilities from other students.
4. As a further development of this activity, students may be encouraged to write their own problem situations for a second session.

OBSERVATION NOTES

Be aware of students who have difficulty finding alternatives to problem situations and who exhibit a lack of coping skills in general. These students might benefit from a small group or individual help.

PROBLEM SITUATIONS SHEET

Below are some problem situations. Try to think of ways the student can avoid a confrontation and argument with the adult and solve their problem.

"What can Jennifer say?"

Jennifer is an eighth grade girl and is planning her schedule for high school. She has always wanted to learn about cars and how they work. She can't wait until she can own a car of her own. Jennifer sees that she can pick "Basic Auto Repair" as an elective next year, but that means she will have to drop Orchestra, something she has been involved with for a long time. Her parents have always encouraged her to continue with music classes. Jennifer has to get parent permission to take "Basic Auto Repair."

Jennifer: "Dad, can I talk to you? I have my schedule planning sheet for next year, and I need to get your signature."
Dad: "Sure, let's see what you've have here. English, Math, Citizenship, Biology. Boy, I sure hated that when I was in school! Jennifer.....you didn't sign up for Orchestra. And what's this "Basic Auto Repair?" My daughter isn't going to get all greasy and dirty working on cars!"
Jennifer: "Dad, you know I've always loved cars! I want to learn all about them. I really don't care about the violin any more. I'm not going to be a musician anyway."
Dad: "Well, you're surely not going to be a mechanic, either!" That's men's work, and auto repair is a boy's class. Tell me two good reasons I should let you take the class you want!"
Jennifer:....................................

What can Jennifer say to her father? What are some good reasons?

1. ____

2. ____

3. ____

4. ____

M/JH-80

"Boys don't usually take that class"

Bill needs to talk to his advisor about classes. He really wants to take a cooking class. At home, Bill enjoys cooking for the family.
Bill: "Mr. Smith. Can I talk to you about a class?"
Mr. Smith: "Sure, Bill. Have a seat. What class are you concerned with?"
Bill: "Well, it's the cooking class. I really want to take it, but the teacher, Mrs. Thomas, hasn't been too open to it. She says that I should take art or something else instead."
Mr. Smith: "Boys don't usually take that class."
Bill: "Why don't they? I think it will be fun. What can I do to get Mrs. Thomas to consider me for it?"
Mr Smith: "Bill, why do you think Mrs. Thomas doesn't want boys in the class? What could you say to her to make her more open to you?"
Bill: "Well, I could say..............."

Why might Mrs. Thomas or any adult discourage students from taking a class usually taken by students of the opposite sex?

1. ____

2. ____

3. ____

What could Bill say to Mrs. Thomas?

1. ____

2. ____

3. ____

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

COMPETENCY: I KNOW THAT ALL CLASSES AND JOBS ARE ACCEPTABLE FOR FEMALES AND MALES.
TIME: 40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: CLASSIFIED ADS, APPLICATION-FORM WORKSHEETS, PAPER AND PENCILS

"AM I QUALIFIED?"

INTRODUCTION: Students need to understand that different occupations require different abilities. They will not be hired for a job just because they want it; they must have certain talents and skills. Students need to understand that some jobs are better suited for either males or females because of particular skills needed to do the job. However, most jobs typically thought of as best for one sex or the other are actually suitable for anyone of either sex who has the interest. The few exceptions are things like a professional football player where the physical differences in the sexes would make it almost impossible for one sex to perform the job. Students need to be encouraged to apply for jobs that fit their particular abilities and interests.

PROCEDURE:

1. Discuss with the students various occupations. Ask the students to tell what skills are needed for some of the jobs they have mentioned.
2. Give each student the classified ads and ask them to read through them.
3. As a class, list the abilities needed to fulfill the positions. For example: alphabetizing, organizing, punctuality, reading, or dependability. Discuss which skills might be better fulfilled by a male or female.
4. Let students identify and list their strengths, abilities, and interests. They may then compare their strengths with those needed and select jobs that are both suitable and of interest to them.
5. Hand out the application forms. Assist the students in filling out the form according to job preference.

OBSERVATION NOTES

Be aware of the students who are strictly stereotyping certain jobs according to sex. Review with them that particular jobs may be more suited to a particular sex, but not necessarily so. Also, watch for students who seem to believe that they have no strengths or abilities. They may need extra help discovering their talents and may need some coaching in self-esteem later.

M/JH-82

APPLICATION FORM

Name______________________________
Address____________________________
Phone Number______________________
Age_____
Grade Level_____

I would like to apply for the job of______________________________

I feel I can do this job well because______________________________
____

My previous work experience has been________________________
____

My special skills are____

The subjects I like most are__________________________________

My hobbies and other special interests are_____________________
____
____

Two adults (other than parents) who can recommend me for the job are:

	Name	Address	Phone No.
1.			
2.			

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

COMPETENCY: I KNOW THAT ALL CLASSES AND JOBS ARE ACCEPTABLE FOR FEMALES AND MALES.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"FOR MEN ONLY?"

INTRODUCTION: Students will express their ideas about sex-appropriate classes and jobs and determine if they stereotype themselves or others.

PROCEDURE:

1. Explain that many people have set ideas about classes and careers in regard to whether a boy or girl should be involved. Elicit typical examples or provide them to the class. (Home economics is for girls, auto mechanics is for boys; men are doctors, nurses are women.)
2. Ask students to make a list of classes they feel should be only for boys, then one only for girls. Ask them to make similar lists of careers.
3. Share responses with the class, pointing out similarities, if any, between lists compiled by girls and those compiled by boys.
4. Ask students if there are real reasons why some classes and careers should not be open to both sexes, or if it is a stereotype or traditional bias. Ask students to identify possible sources for stereotypes.
5. Ask students to identify feelings that a person may have about a career that is not traditionally open to their own sex.
6. Encourage students to make positive statements about careers and be cautious about stereotyping careers.

OBSERVATION NOTES

The leader should be careful to control criticism when students are dicussing this issue and to offer help to students who express a further interest in exploring this topic.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

COMPETENCY: I KNOW THAT ALL CLASSES AND JOBS ARE ACCEPTABLE FOR FEMALES AND MALES.
TIME: 45-60 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: MEN/WOMEN STORY SHEETS AND ONE ACTIVITY SHEET FOR EACH STUDENT.

"SEX ROLES AND JOBS"

INTRODUCTION: People who are aware of sex role stereotyping have a better opportunity to select jobs and careers which are suited to their interests and talents regardless of traditional sex role.

PROCEDURE:

1. Ask students to rate the following occupations, giving the following instructions: "If you would feel uncomfortable if your mother had that job because you think it is unfeminine, mark it 'men only.' If you would feel uncomfortable if your father had the job, mark it 'women only.'" When they have finished, instruct students to compare opinions on which jobs are male and which female.
2. Have students check which of the jobs listed in Activity #1 they have considered as a possible vocation and to list any other jobs they have considered. Then assign students to find the partner of the opposite sex who has the most similar talents, abilities and skills to them. Have each pair compare lists of occupations, discussing any occupations on the two lists that are different.
3. Distribute copies of the stories and give one marked "men" to each of the males in the class and one marked "women" to each of the females. Instruct them to each write an ending to their story. After students have written a completion to the story, have them choose a partner of the opposite sex and compare stories. "How are your stories different? What might be some of the reasons for the differences between your stories?

   Can the differences between your stories be attributed to the differences between the writers (one of you is male, the other female)? Does this experience tell you anything about the way you think males and females differ? Does this experience tell you anything about the ways persons of different sex perceive situations?" If students would like to try this activity again (in either written or oral form), use a different story and have them choose a different partner (or they might want to share stories with the entire class rather than a single partner).

OBSERVATION NOTES

If the counselor would like to make this activity a four-session unit, the following activities may be used. Students who demonstrate the ability to speak clearly and generate relevant examples could be used as small group leaders.

M/JH-85

ACTIVITY SHEET

	Men Only	Both Sexes	Women Only
architect	______	______	______
conductor	______	______	______
sportswriter	______	______	______
dress designer	______	______	______
painter	______	______	______
theater director	______	______	______
radio-tv reporter	______	______	______
illustrator	______	______	______
veterinarian	______	______	______
geologist	______	______	______
pharmacist	______	______	______
letter carrier	______	______	______
pilot	______	______	______
carpenter	______	______	______
police officer	______	______	______
florist	______	______	______
cab driver	______	______	______

M/JH-86

"MEN" STORIES

MEN: John and Alice live on a remote ranch in northern Montana with their two daughters, Kelly 4 and Marty 2. Both enjoy the rugged life, and before the children were born both worked the ranch together. Suddenly, Alice is killed in an automobile accident. John is faced with a decision about how to both make a living and raise the children. His parents urge him to move in with them in Denver and get a job there. Write a brief story describing John's decision and telling what happens to the family.

MEN: Paul Woolman and Sally Phillips have dated regularly all through high school and are planning to get married. They have tentatively set the wedding date for August after graduation. Both have prospects of fairly good jobs in their home town and would like to remain there. However, two months before graduation, Paul receives a full scholarship to a college five-hundred miles away. What does he do?

MEN: Ed has just graduated from high school. He has a strong interest in Indian philosophy and has decided to go to India. However, he has little money. First, he hitchhikes from his home in Nevada to San Francisco. Then he gets a job on a passenger ship going to Hong Kong. From there he works his way to India doing odd jobs. He ultimately meets a guru and asks if he can study under him. What happens to Ed over the next few years?

M/JH-87

"WOMEN" STORIES

WOMEN: John and Alice live on a remote ranch in northern Montana with their two daughters, Kelly 4 and Marty 2. Both enjoy the rugged life, and before the children were born both worked on the ranch together. Suddenly, John is killed in an automobile accident. Alice is faced with a decision about how to both make a living and raise the children. Her parents urge her to move in with them in Denver and get a job there. Write a story describing Alice's decision and telling what happens to the family.

WOMEN: Paul Woolman and Sally Phillips have dated regularly all through high school and are planning to get married. They have tentatively set the wedding date for August after graduation. Both have prospects of fairly good jobs in their home town and would like to remain there. However, two months before graduation, Sally receives a full scholarship to a college five-hundred miles away. What does she do?

WOMEN: Ellen has just graduated from high school. She has a strong interest in Indian philosophy and has decided to go to India. However, she has little money. First, she hitchhikes from her home in Nevada to San Francisco. Then she gets a job on a passenger ship going to Hong Kong. From there she works her way to India doing odd jobs. She ultimately meets a guru and asks if she can study under him. What happens to Ellen over the next few years.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

COMPETENCY: I KNOW THAT ALL CLASSES AND JOBS ARE ACCEPTABLE FOR FEMALES AND MALES.
TIME: 45-60 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 7-8
MATERIALS: CAREER SURVEY (1 COPY FOR EACH STUDENT)

"JOBS FOR BOTH SEXES"

INTRODUCTION: Sex stereotyping of jobs and careers is typically established by grade 7, but these attitudes are often hidden or not readily perceived in individuals. This survey allows students to check on their own perceptions of careers available to men and women.

PROCEDURE:

1. Ask students if they have ever considered what kinds of careers they are interested in. Elicit responses.
2. Ask students if they realize that they have probably already eliminated some career choices without realizing it because of stereotyping. Explain that stereotyping refers to the way we follow traditional ideas and attitudes about jobs, particularly which are suitable for men or women. Ask students for examples of typical "male" or "female" jobs. Ask for careers open traditionally to "both."
3. Distribute survey and ask students to complete.
4. Review results, and ask students if they can identify some "stereotypes" in their responses.
5. Ask students with differing survey results to discuss their reasons behind selected careers- Pick several careers that lend themselves to stereotyping (construction careers, health care. etc).

6. Remind students that they should be aware of how tradition and attitudes confine us to stereotypes, and they can be careful of this rigid process when thinking of careers for themselves.

OBSERVATION NOTE:

Students who rigidly adhere to stereotypes might benefit from individual counseling. An awareness of the factors that are reinforcing their stereotypes (family, friends, etc) will help them.

M/JH-89

CAREER SURVEY

1. Place an "M", "F", or "B" on the line if only Males should hold job, Females, or Both. One mark for each career only.

2. Tally your choices at the bottom of each page and the Grand Total at the end of the last page.

I. AGRI-BUSINESS AND NATURAL RESOURCES

M F B

Animal Husbandman _____
Animal Research _____
Scientist _____
Petroleum Engineer _____
Entomologist _____
Plant Research Scientist _____
Service Worker _____
Cowboy _____
Farm Worker _____
Veterinarian _____
Geologist _____
Geophysicist _____

M F B

Miner _____
Oil Refinery Worker _____
Cooperative Extension _____
Rancher _____
Rig Builder _____
Soil Conservationist _____
Farmer--dairy, livestock _____
Soil Scientist _____
Forester _____
Veterinary Aid _____
Wild Life Scientist _____
Microbiologist _____

II. BUSINESS AND OFFICE

Accountant _____
Bookkeeper _____
Clerk Typist _____
Computer Programmer _____
Dealership Operator _____
Fiscal Manager _____
General Office Clerk _____
Insurance Agent _____

Keypunch Operator _____
Machine Transcriber _____
Office Manager _____
Office Supervisor _____
Real Estate Broker _____
Secretary _____
Stenographer _____
Systems Analyst _____

III. COMMUNICATION AND MEDIA

Creative Writer _____
Darkroom Technician _____
Darkroom Worker _____
Display Technician _____
Editor _____
Electronics Engineer _____
Cable Splicer _____
Illustrator _____
Journalist _____
TOTAL ____

Photographer _____
Reporter _____
Sign Painter _____
Telephone Installer _____
Telephone Lineman and Layout Man _____
TV and Radio Announcer _____
TV and Radio Engineer _____
TV/Radio Prog. Direc _____
TV/Radio Repair Tech _____
TOTAL ____

M/JH-90

IV. CONSTRUCTION

M F B

Architect-commer. _____
Architect-landscape _____
Architect-residential _____
Bricklayer _____
Carpenter _____
Cement Mason _____
Construction Laborer _____
Electrician _____
Elevator constructors _____
Engineer-Civil _____
Engineer-electrical _____
Engineer-mechanical _____

M F B

Floor Covering Installer _____
Glazier _____
Iron Worker _____
Lather _____
Metal Worker _____
Painter _____
Paper Hanger _____
Plasterer _____
Plumber and Pipefitter _____
Roofer _____
Sheet Metal Worker _____
Stonemason _____

V. CONSUMER AND HOMEMAKING

Chef _____
Cleaner _____
Clothing Assembler _____
Clothing Cutter _____
Clothing Designer _____
Clothing Inspector _____
Clothing Machine Oper. _____
Clothing Pattern Maker _____
Clothing Presser _____
Clothing Weaver _____
Consumer Counselor _____
Cook _____
Dietician _____
Food Journalist _____
Food Processor _____

Food Purchaser _____
Food Service Industry _____
Food Tester _____
Furniture Maker _____
Furniture Refinisher _____
Home Economist _____
Home Management Coun. _____
Household Day Worker _____
Housekeeper _____
Interior Decorator _____
Laundry Worker _____
Presser _____
Product Demonstrator _____
Upholsterer _____
Waiter _____

VI. ENVIRONMENT

Air Analyst _____
Anit-pollution Enforc. _____
Bacteriologist _____
Conservationist _____
Engine Emission Inspec. _____
Exterminator _____
Farmer _____
Florist _____
Game Warden _____
Gardener _____
Hydroponic Plant Cult. _____
TOTAL ____

Industrial Pollution Contr. _____
Landscape Architect _____
Marine Biologist _____
Meteorologist _____
Mine/Dump Restoration _____
Pollution Control Engin. _____
Pollution Regulation Enfo. _____
Sanitation Men _____
Soil Analyst _____
Urban Planner _____
Water Analyst _____
TOTAL ____

TOTAL M: _______
TOTAL F: _______
TOTAL B: _______

Area I- Category C- Competency 15

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

COMPETENCY: I KNOW THAT ALL CLASSES AND JOBS ARE ACCEPTABLE FOR FEMALES AND MALES.
TIME: 10 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"YOUR COURSES MAKE YOUR FUTURE"

INTRODUCTION: Students may occasionally be reluctant to take courses that they may need to be fully informed about their career interests because the courses are most typically taken by members of the opposite sex. The object of this lesson is to help students recognize that reluctance and encourage them not to be deterred in choosing appropriate classes. This short lesson can be a quick "add-on" to general instructions to students about course selection.

PROCEDURE:

1. Introduce the topic by telling a story or anecdote about the reluctance of students to choose courses that might more typically be taken by members of the opposite sex. A personal experience or humorous story about a past student might be effective in focusing attention on the issue.
2. Poll the class for their ideas about which courses might be difficult for some students to take. Besides the very obvious difficulties in boys taking home economics, or girls taking auto mechanics, bring up more subtle issues like the possible reluctance of girls to take higher science or math classes, or for boys to take "family living" or similar courses.
3. Conduct a quick discussion on why these barriers to free choice exist. Allow students to brainstorm their ideas.
4. Conclude by re-emphasizing the need and the right for individuals to be able to pursue their interests regardless of the limitations of gender stereotypes.

OBSERVATION NOTES

Some students may express a great deal of fear that they may be ridiculed if they take a class where they will be the minority gender. Those persons may be selected for individual conferences and might be scheduled later for a check-in conference to see how well the student is coping with the situation.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

COMPETENCY: I KNOW THAT ALL CLASSES AND JOBS ARE ACCEPTABLE FOR FEMALES AND MALES.
TIME: CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: ROLE SURVEY

"CHANGES IN OCCUPATION"

INTRODUCTION: To explore the way our culture exaggerates the sex differences and perpetuates male and female stereotypes.

PROCEDURE:

1. Stimulate discussion about stereotypes and discrimination.
2. Inform students of the meaning of stereotypes and discrimination.
3. Distribute activity sheet to students. Students are required to rate occupations by checking the column F if they think the job should be for a female, and M if it should be for a male.
4. Break into small groups. Let each students share their list. Encourage debate and discussion. Questions to be asked:

   a) Did we stereotype some occupations? Why?
   b) Do you think job discrimination should be eliminated completely?
   c) If your parents were making this check list, how would it look?
   d) How about your grandparents' list?
   e) Your children?

f) Is there discrimination and stereotyping of boys and girls in school?
g) Does anyone have an example?
h) In what areas particularly?

OBSERVATION NOTES:

Any student who seems uncomfortable in the discussion groups or does not participate may need individual sessions to explore their feelings about stereotyping.

M/JH-93

ROLE SURVEY

	M	F	First names of people you know in each occupation (as many as you can think of)
Nurse			
Hockey Player			
Pilot			
Typist			
Soldier			
Bus Driver			
Miner			
Farmer			
Elem. Teacher			
Telephone Operator			
Boxer			
Senator			
Hair Stylist			
Plumber			
Artist			

M/JH-94

Judge		
Model		
Gymnast		
Scientist		
Explorer		
Football Player		
File Clerk		
Airline Attendant		
Race Driver		
Doctor (M.D.)		

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW ABOUT DIFFERENT HOBBIES, SPORTS AND ACTIVITIES IN WHICH I COULD GET INVOLVED.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 4-6
MATERIALS: "YOUR INTERESTS" WORKSHEET

"WHAT'S INTERESTING?"

INTRODUCTION: In order for children to explore a variety of leisure time activities that they will enjoy, they need to be more aware of their personal interests and abilities. This activity is designed to help the students discover more about their interest areas.

PROCEDURE:

1. Introduce this activity by asking the students what makes an activity fun. Does everyone agree that in order for something to be fun, it has to be done outside? Do students recognize that what really makes something fun is that the person participating in it is interested in it?
2. Distribute "Your Interests" worksheet to each student. Request that they answer each question thoughtfully. Ask students to put just their initials in the top right-hand margin.
3. Collect the worksheets from each student. Redistribute the worksheets to the class so that each student has someone else's answers. Ask students to read the other person's answers and then list five leisure time activities that they think this person might enjoy based on their interests. This should be done at the bottom of the second page of the worksheet under list #1.
4. Repeat step three with the answers going under list #2. This means that each worksheet will have two lists of five leisure activities that this person might enjoy.
5. Collect the worksheets and return them to the author. Direct the students to look at the lists other students have made of possible leisure time activities and circle the suggestions that sound appealing to them.

6. Divide the students into pairs and encourage them to share the results of their worksheets. Instruct them to notice what interests they have in common and what interests are unique.

OBSERVATION NOTES

Students who have difficulty filling out their interest worksheet and seem not to have any interests at all may benefit from small group sessions that focus on self-awareness.

M/JH-96

YOUR INTERESTS

Your interests are things you like to do and they are shown in many ways. They may be something you do with others, such as playing a sport, listening to music, or just talking. Your interests can also be individualized, such as reading, writing a story, or collecting baseball cards.

Below are some questions to help you think about your interests. Note that some of your interests are the same as those of your classmates and some of them are unique.

1. What are some things you like to do in your spare time?

2. What do you usually do after school?

3. Do you take any special lessons? (Musical instrument, karate, dance, etc.)

4. How much time do you spend watching television? Name some of your favorite programs.

5. Have you ever been to: a farm? a circus? a zoo? a national park? the Arch? the Planetarium? the Art Gallery?

6. Which school subjects do you like best?

7. How much time do you spend reading?

8. Do you enjoy sports? In which sports do you participate?

M/JH-97

9. What famous person would you most want to be like?

10. Whom do you know personally that has a job you think you might like to do?

LEISURE ACTIVITIES

List #1	List #2
1. ________________	1. ________________
2. ________________	2. ________________
3. ________________	3. ________________
4. ________________	4. ________________
5. ________________	5. ________________
6. ________________	6. ________________
7. ________________	7. ________________
8. ________________	8. ________________
9. ________________	9. ________________
10. ________________	10. ________________

Area I- Category N- Competency 48

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW ABOUT DIFFERENT HOBBIES, SPORTS, AND LEISURE ACTIVITIES IN WHICH I COULD GET INVOLVED.
TIME: 30-50 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: HANDOUT-"WHAT I LIKE TO DO"

"WHAT DO YOU LIKE TO DO?"

INTRODUCTION: Students need to develop an understanding of the role leisure time activities play in their lives. This activity helps them gain a better understanding of the types of activities they prefer.

PROCEDURE:

1. Introduce the activity in the following manner: "People have many interests and activities they do when they have free time on their hands. What sorts of things do you like to do in your free time?" After responses, continue, "Most activities can be sorted into three basic types: Sports, Hobbies, and Leisure Time-Fillers. Sports could be golf, bowling, soccer, swimming, or any other type of sport. What sports do you like to do, if any? Hobbies are regular activities that are on-going, sort of like projects. Sewing, cooking, making models, working on cars, and writing stories could be hobbies. What hobbies do you do? The third category is those things we do to take up time, sort of 'fill-ins' to keep us from being bored. Reading, watching T.V., going to a movie and playing with a pet are examples. What are some others?" What are some ways that you cope with being "bored"?
2. Explain that most recreation can be classified as either "active", in which the person must actively do something in order to experience the activity, or "passive", in which no real participation is required. Ask the class to give examples of both types of activities. Point out that watching T.V. is passive; playing a video game on a T.V. is active. Listening to a radio is passive; dancing to the music is active.

3. Introduce the idea that leisure time activities can be further classified by the type of involvement with others it requires. Playing baseball differs greatly in its social involvement from reading a story, for example. Query the class for examples of social/non-social activities.
4. Hand out the "What I Like to Do" worksheet and give the following explanation. "Today, we are going to look at our own leisure time, and think about it in a different way. On your worksheet, list ten activities you like to do. In the box next to each choice, put an "S" if it is a sport, an "H" if it is a hobby, and a "TF" if it is a time filler. In the next box, put an "A" if it is active, or a "P" if it is passive. In the next box, put an "O" if it requires others, an "A" if it is usually done alone. When you are finished, complete the three statements on the bottom, and be ready to share your results with the class."
5. Explain that the class will be using the sheets they have created to do a more in-depth lesson on leisure time.

OBSERVATION NOTES

Be aware of students who indicate a large majority of passive/non-social activities. These students may need help in finding ways to involve themselves more with others.

M/JH-99

WHAT I LIKE TO DO

Fill in the following information about interests. List ten of your favorite things down the left side. Next to each choice, put an "S" if it is a sport, an "H" if it is a hobby, or a "TF" if it is a time-filler. In the next box, put an "A" if it is active, or a "P" if it is passive. In the third box, put an "O" if it requires others, an "A" if it is done alone. Complete the three statements at the bottom of the sheet.

Ten Interests	S/H/TF	A/P	O/A
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

I learned that I:

____

____

I would like to do more:

____

____

My favorite activity of all is:

____

____

Area I- Category N- Competency 48

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW ABOUT DIFFERENT HOBBIES, SPORTS, AND ACTIVITIES IN WHICH I COULD GET INVOLVED.
TIME: 2 CLASS SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: HANDOUTS-"I LIKE TO DO..."; "WHY I AM SPECIAL"; POSTER BOARD; GLUE; MAGAZINES; CONSTRUCTION PAPER

"THINGS I LIKE TO DO"

INTRODUCTION: Students will need to develop a self awareness of their interests and hobbies. The students can accomplish this by examining their home and social life and their school experiences.

PROCEDURE:

SESSION 1

1. Open the lesson with a discussion about interests. Point out to the students that what they like to do is reflected in what they are curious about and what is important to them.
2. Pass out the "I Like to Do" handout. This should be an activity that the students do alone.
3. When the students have finished checking their interests, encourage them to mark the top five interests. Ask if there is any relationship among the five interests. If there is a relation between some interests, direct the student to put those interests into one category.
4. Instruct the students to write a short, one-page paper on the area that interests them the most. Require the project to be completed by the second session. This will enable students to check resource such as: library, adults in the field, and schools.

SESSION 2

1. Inform the students that they will be making a poster about themselves. This poster will include the "Why I am Special" handout and their paper on their interests. The students will need to be creative with the rest of the poster by cutting out magazine pictures, drawing or

using construction paper. The student's name will need to be written across the top of the paper.

2. Display these posters in the classroom or on a bulletin board in the school. This will give other students a chance to find out about different hobbies.
3. Close the session with a discussion on how to develop an interest into a hobby. Encourage lively suggestions from the group.

OBSERVATION NOTES

The leader needs to be aware of students that are very passive in their interests or students that cannot seem to pinpoint one specific interest because they have so many. These students may need individualized sessions to develop an interest survey.

M/JH-101

I LIKE TO DO . . .

Directions: Place a check mark next to the items you like to do.

1. Reading
2. Inventing things
3. Art
4. Writing stories
5. Science
6. Working with your hands
7. Talking with people
8. Business courses
9. Plays
10. Vocal music
11. Talking on the phone
12. The zoo
13. Study oceanography
14. Math
15. Bird watching
16. Designing and drawing
17. Repairing a TV
18. Photography
19. Fishing
20. Swimming
21. Chemistry
22. English
23. Repairing cars
24. Computers
25. Work with tools
26. Home economics
27. Doing things for others
28. Gymnastics
29. Sewing
30. Constructing things
31. Working with animals
32. Camping
33. Learn about hospitals
34. Wearing a uniform
35. Crosswork puzzles
36. Nature walks
37. Shopping
38. Watch people
39. Perform experiments
40. Public speaking

M/JH-102

WHY I AM SPECIAL

I Like:____

____

I am good at:____

____

My favorite school subjects are:________________________________

____

When I grow up I would like to be a:____________________________

____

The school subjects I need for what I want to be are:____________

____

My hobbies/interests are:________________________________

____

The things I like about school are:____________________________

____

My friends all say that I am:________________________________

____

A place I would like to visit:________________________________

____

My parents say I am:________________________________

____

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW HOW TO FIND OUT WHICH LEISURE ACTIVITIES ARE BEST FOR ME.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"I WISH I COULD DO...."

INTRODUCTION: Students sometimes get "into a rut" and rely on the same leisure time activities without trying out new things. This activity will stimulate new ways of thinking about the role of leisure time. This activity could be part of a two-day unit in conjunction with "What I Like to Do".

PROCEDURE:

1. Explain that students will be using the previously completed "What I Like to Do" worksheet. Introduce the lesson in the following manner: "In our last lesson, we identified ten favorite leisure time activities, and saw that some are active, some passive, some social, some best done alone, and some were hobbies, or sports, or just time-fillers. Today let's think about why we pick the activities we do. Also, let's focus on how our leisure activities tell us about the kind of person we are. Later, we'll think about what we'd like to do if we could, without thinking about any restraints on us."
2. Ask the class to be ready to move to different parts of the room to participate in the following activity. "When I read a statement, I'd like you to move to one of three possible places in the room. Each place signifies a belief or feeling you have. Over there will be the place called 'strongly agree.' Here will be where those who 'strongly disagree' will go. Over there is where the 'undecided' will go. When you move to one of the places, be ready to explain your choice. Remember, when I read a statement, vote quickly by moving." After each statement, ask students to explain their votes.

   1. I like sports better than other activities.

    2. I am most comfortable doing things with others.
    3. I have at least two hobbies.
    4. I am often bored.
    5. I am uncomfortable trying a sports activity.
    6. I really like activities that I can do alone.
    7. I need some new leisure time activities.

3. Point out that often we can change the things we do by experimenting with the support and help of others. Say the following: "Let's think about doing things new, starting fresh. If you could try out all new activities, what would you do? On a sheet of paper, put the following words at the top. SPORTS...............HOBBY................TIME FILLER Think of three things that you would like to try new or experiment within each category. For example, a person might wish they could swim. They would write "swim" under the SPORTS category. Think hard, complete the activity, and we will share them when through."
4. After students have shared, question students how they might try some of the items on their wish list. Students could ask others for help, read up on a subject in the library and try it, or join a club or group that teaches the activity. Point out that common roadblocks for trying are lack of confidence, fear of failure or ridicule, and need for reinforcement. Students can overcome these by enlisting the help of trusted persons.

OBSERVATION NOTES

Students who indicate uncertainty about changing or trying new things may need support and reinforcement in a small-group or individual setting.

Area I- Category N- Competency 49

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW HOW TO FIND OUT WHICH LEISURE ACTIVITIES ARE BEST FOR ME.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: "THE ALPHABET GAME" REFERENCE: KIRKVILLE JUNIOR HIGH SCHOOL

"LET'S TAKE A LOOK AT YOU"

INTRODUCTION: Young adolescents would benefit from opportunities to clarify their interests and values in order to have a better understanding of how to spend their leisure time. This activity is designed to provide that opportunity with a creative inventory.

PROCEDURE:

1. Introduce the activity by explaining that all people have interests that they are aware of and interests that are not as clear to them. Explain that the inventory that they are about to take will help them get a better sense of what activities and values are important to them.
2. Distribute "The Alphabet Game" worksheet to each student. Encourage them to fill it out without deliberating over their answers. Direct them not to put their names on the worksheet, only the month and the date of their birth.
3. Ask students to read over their answers when they have finished. On a separate piece of paper invite them to write down any discoveries they made about themselves after reading these 26 responses. Were they surprised by the frequency of certain kinds of activities that kept reoccurring?
4. Collect all the worksheets and redistribute them to the students so that no one has their own. The worksheets should be anonymous to the students since there are only birthdates on them for identification.
5. Request that the students read the worksheet in front of them and write comments on the back about what they think this person's major interests and values are. Do they see a pattern in this person's responses.

6. Repeat step four and five at least two more times and then distribute the worksheets back to their original owner by calling out the birthdates.
7. Ask the students to read the comments of other students and compare them with their own comments about their own inventory. Lead the class in a discussion of what they discovered about themselves in this activity.

OBSERVATION NOTES

Students who have difficulty with this activity may have little self awareness and may benefit from small group sessions that focus on getting to know themselves better.

M/JH-105

THE ALPHABET GAME

For each letter of the alphabet below, write a word that represents something you like, something that interests you, or something you value. (For the letter X, you may use any word with an X in it.) Then, on the line next to each word, indicate whether it is a like (L), an interest (I), or a value (V).

Example: A apples L

B baseball I

C courage V

A________________________ __

B________________________ __

C________________________ __

D________________________ __

E________________________ __

F________________________ __

G________________________ __

H________________________ __

I________________________ __

J________________________ __

K________________________ __

L________________________ __

M________________________ __

N________________________ __

O________________________ __

P________________________ __

Q________________________ __

R________________________ __

S________________________ __

T________________________ __

U________________________ __

V________________________ __

W________________________ __

X________________________ __

Y________________________ __

Z________________________ __

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY:	I KNOW ABOUT LEISURE ACTIVITIES I CAN DO WHEN I AM OLDER.		
TIME:	1 CLASS PERIOD		
GROUP SIZE:	CLASS	GRADE LEVEL:	7-8
MATERIALS:	NONE		

"HAVING FUN IN THE FUTURE"

INTRODUCTION: Though young adolescents are more concerned about the present, it is important for them to have a sense of the future. This activity will give them an opportunity to think about the kind of recreation they may desire in the future.

PROCEDURE:

1. Direct the students to make a list of ten recreational activities that they like to do now. Remind the students that the activities need not be athletic; but could include such things as reading, collecting things, drawing, or playing music.
2. Suggest that students go through their list and check activities that they still might be interested in doing twenty years from now. Ask them to note any limitations they might foresee, such as not having quick reflexes when playing tennis.
3. Encourage students to go through their list a second time, marking those activities they imagine doing when they are forty years older. This will probably stretch their imaginations considerably. It might be helpful to ask them to name some people that they know who are 52, 53 or 54 years old, such as family members or celebrities. Request that the students again note what limitations they foresee in participating in these activities in future years.
4. Lead the class in a discussion of their future recreation activities. Ask each student to name two recreational activities they anticipate doing forty years from now. Students are also to explain what benefits they think they will achieve from them.

OBSERVATION NOTES

Students who have trouble generating the original list of ten activities that they enjoy doing could be given an interest inventory. Students might be paired with another student who has similar interests now.

Area I- Category N- Competency 50

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW ABOUT LEISURE ACTIVITIES I CAN DO WHEN I AM OLDER.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: LEISURE TIME WORKSHEET

"LEISURE TIME"

INTRODUCTION: Students will be able to focus on several leisure activities which they can participate in when they are older. Students will be able to realize how physical changes and interest variations occur as people mature.

PROCEDURE:

1. Introduce the idea that leisure activities are important for good mental health. Encourage students to share orally what 'leisure time' means to them. Discuss the dictionary definition of 'leisure', (freedom from work or time consuming tasks, time in which to do as one pleases).
2. Distribute copies of the "Leisure Time" worksheet. Ask students to list as many leisure activities as possible that they do now. Some examples are bike riding, dancing, playing board games, and reading.
3. Share the list orally, asking for students to volunteer.
4. Encourage students to give reasons for their participation in the activities they listed. State that lists will vary because of individual differences. Stress what is leisure for one person may not be leisure for another.
5. Stress that many leisure activities they do now can be done when they are older. Encourage students to choose current leisure activities they can and would like to continue doing when they are older. List these activities under the heading on the right side of the worksheet.
6. Discuss new leisure activities they would like to do when they are older and include these in their lists on the right side of the worksheet. Note that physical and interest changes may occur.

7. State that there are many leisure activities that can be done when they are older and that some can be done for personal enjoyment as well as a means of earning money. Examples: handicrafts, painting, and woodworking projects.

OBSERVATION NOTES

The counselor may check to see which students' lists of current leisure activities are noticeably short. These students may need help discovering additional leisure activities they can do both now and later. This can be done by allowing them individual sessions for the purpose of discussing activities they really enjoy doing, as well as new activities they would like to explore.

M/JH-108

LEISURE TIME

Leisure Activities I Do Now	Leisure Activities I Can Do When I'm Older:
1. ____________________	1. ____________________
2. ____________________	2. ____________________
3. ____________________	3. ____________________
4. ____________________	4. ____________________
5. ____________________	5. ____________________
6. ____________________	6. ____________________
7. ____________________	7. ____________________
8. ____________________	8. ____________________

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME

COMPETENCY: I KNOW ABOUT LEISURE ACTIVITIES I CAN DO WHEN I AM OLDER.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: PICTURES OF OLDER PEOPLE ENGAGED IN LEISURE TIME ACTIVITIES, CHALKBOARD
EXCERPTED FROM: LEISURE ACTIVITIES NOW AND LATER

"LEISURE ACTIVITIES NOW AND LATER"

INTRODUCTION: Some leisure activities can be enjoyed throughout a person's life. Others are phased out as new ones take their place. People basically should be able to do what they want to do in their leisure time, but it is valuable to be aware of the future potential of various choices.

PROCEDURE:

1. Ask the students what their leisure time activities are and list on the board.
2. Ask what they picture their leisure time activities will be twenty years from now. Name the approximate age they will be. List the activities on the board beside the first list.
3. Discuss how the lists differ or perhaps how they should differ more than they do.
4. Show pictures of leisure time activities in which older people are taking part and compare these to the first and second list the students suggested.
5. Discuss the advantages of activities which a person might start to enjoy at an early age and continue to enjoy far into their life.
6. Suggest that their is no homework so that the students can enjoy their leisure time but that they might ask their parents what leisure activities they started early in life and still enjoy today.

OBSERVATION NOTES

Students with unidentified interests may benefit from a formal interest inventory.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND WHAT IS IMPORTANT TO ME (MY VALUES).
TIME: 30-50 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: "VALUES" LEADER SHEET, "WHAT IS VALUABLE?" WORKSHEET
REFERENCE: ST. LOUIS PUBLIC SCHOOLS CAREER EDUCATION

"WHAT IS VALUABLE TO ME"

INTRODUCTION: Students need to learn how to understand and clarify their values in order to make good decisions in life. Since values focus on highly personal issues, it is important that an atmosphere of non-judgement and trust be established by the leader. Remind students that many opinions will be heard and seldom is any one of them clearly right or wrong. Emphasize the principle of respect for other's opinions and feelings.

PROCEDURE:

1. Read to the class the introduction to values from the "Values Leader Sheet".
2. Hand out the worksheet "What is Valuable?" to the class and read the introductory paragraphs together.
3. Ask students to complete the worksheet and share the answers with a partner, then ask the partners to share each other's ideas with the class.
4. Process with the class the ideas expressed. Emphasize differences and similarities, and explore possible origins of individual values (family, friends, community, religion).

OBSERVATION NOTES

Be aware of students who are hesitant to share values or students who are critical of other's ideas or opinions. These students may benefit from individual counseling.

VALUES

Everything has some sort of value. In our country we often think of money as a way of measuring value. Something may be worth fifty cents, one hundred dollars or one hundred thousand dollars. If we lived in India, the value of something may be determined by cattle.

We also value things because they fill a need and are important. For example, we value food, clothing, a roof over our heads. These are important. A friend who comes to see us in the hospital is something we value because the concern that a friend showed is important.

Some values cannot be seen or measured. Honesty is one of those. If you are honest and if you want others around you to be honest, then honesty is something you value.

Our values change as we grow and learn more about ourselves. Most of our values are learned from our families, from our friends, and even what we learn in school. Most importantly, our values are ours. They are often different from our friend's values. This may cause conflict and you may have to make choices. For example, when you are with your friends they may ask you to do something that you don't like to do or that your parents may not approve of. You will have to decide if it's more important to be loyal to your friends or do what you feel is right. When your values conflict with your friends, how do you decide what to do?

The activity, "What Is Valuable to Me?", will help you identify some of your values.

M/JH-112

WHAT IS VALUABLE?

What is more important to you: long life, love, or justice? This question is asking you to express what is valuable to you. There is no right or wrong answer. Each person has a right to value whatever is most important to him or her. Knowing more about your own values will help you know yourself better.

With a partner, read the following list of words. Be sure that each of you understands each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions; just understand them.

Select the three values which would make the world a better place if everyone on earth had these three values. Mark them with an M for "My Values". Then tell your partner why you chose these three values. Listen very closely as your partner tells you her or his choices. When you both have discussed your choices, introduce your partner by name to the class and explain your partner's choices to the class.

___ religious faith
___ education
___ honesty
___ change
___ conformity
___ good grades
___ equality
___ children

___ safety
___ shelter
___ health
___ economy
___ money
___ maturity
___ freedom of choice
___ financial success

___ democracy
___ physical appearance
___ tradition
___ love
___ extravagance
___ a good environment
___ dignity & worth of individual
___ true friends

___ saving for future
___ obedience
___ adequate clothing
___ skill
___ power
___ recognition
___ individuality
___ wealth
___ altruism
___ justice
___ individual liberty
___ initiative
___ happy marriage
___ practicality
___ knowledge
___ autonomy
___ aesthetics
___ long life
___ leisure
___ respect for authority
___ personal growth & development
___ social organizations
___ opportunity to work for a living
___ morality
___ achievement
___ emotional well-being
___ pleasure
___ wisdom
___ loyalty
___ family stability

Take this paper home and have one of your parents mark a P next to the values they feel are most important. Discuss how your lists are alike and how they are different. Discuss what factors account for these similarities and differences.

Area II- Category B- Competency 5

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND WHAT IS IMPORTANT TO ME (MY VALUES).
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: HANDOUT-PERSONAL PROFILE, PLAIN PAPER, COLORED PENCILS, MARKERS/CRAYONS

"THERE IS NO ONE LIKE ME"

INTRODUCTION: Students need to become more aware of themselves through an understanding of who they are. Students will work towards raising their self-esteems and reaching their full potential.

PROCEDURE:

1. Ask students to write their name lengthwise on a piece of paper. Instruct the students to write a word that describes them after each letter. The word would need to start with the same letter. Inform the students that they can use any colors on the sheet and can decorate the sheet in any way.
2. Stimulate a discussion around this activity. Introduce the need to recognize individual strengths and weaknesses.
3. Distribute the "Personal Profile". Read the instructions to the students. Allow ample time for students to complete.
4. Ask students to design a classroom bulletin board. On the board, each student's name sheet and Personal Profile will appear together.

OBSERVATION NOTES

The leader should be aware of any students that are unable to express their ideas about themselves.

"PERSONAL PROFILE"

Rank each group in order of preference. Assign one, two, or three to each item in the group.

Watch TV
Dance
Fishing

Study
Sports
Read

Movie Star
Millionaire
President

Teacher
Engineer
Accountant

Wealthy
Respected
Intelligent

Red
Blue
Yellow

Bear
Lion
Peacock

Rose
Tulip
Daisy

Tennis
Swimming
Basketball

Ocean
Mountain
Hills

Beauty
Money
Health

Athlete
Rock Star
Doctor

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND WHAT IS IMPORTANT TO ME (MY VALUES).
TIME: 45-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7
MATERIALS: PENCILS, CRAYONS, MARKERS, SCISSORS, GLUE, MAGAZINES, AND HANDOUT

"PERSONAL COAT OF ARMS"

INTRODUCTION: Students need to know what they value. This lesson will help them learn more about some of their personal values and to publicly state these values.

PROCEDURE:

1. Open the lesson by asking students what a value is. (A possible response might be: something in which you believe strongly.) What are some examples of values? (Some possible answers might include: love, health, happiness...) Explain that today they will be examining the values that are important to them.
2. Distribute a copy of the handout "Personal Coat of Arms" to each student. Students may write or draw in each block.
3. In block one draw or explain two activities. One should be something at which you are very good and the other one is to show something which you want to become good at.
4. In block two, show one of the values from which you would never budge. This is one about which you feel extremely strong, and which you would never give up.
5. In block three, show a value by which your family lives. Make it one that everyone in your family would probably agree is one of their most important.
6. Imagine that you could achieve anything you wanted and that whatever you tried to do would be a success. What would you try to do? Place this in block four.
7. Use block five to symbolize one of the values on which you wish all people would believe and certainly one in which you believe in deeply.
8. In block six write four words you would like people to say about you behind your back.

9. When the students have completed their Coat of Arms, divide them into small groups to discuss their Coat of Arms. What did they learn about themselves? What is most important to them?

OBSERVATION NOTES

Be aware of students who have trouble identifying values that are important to them. These students may need additional help in values clarification.

M/JH-117

PERSONAL COAT OF ARMS

1.

2.

3.

4.

5.

6.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I HAVE CONFIDENCE IN MYSELF.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"YES I CAN!"

INTRODUCTION: Students must be able to see themselves in a confident, positive light in order to develop a good sense of direction for the future. This activity helps students to express confidence in themselves.

PROCEDURE:

1. Introduce the concept of confidence. Elicit responses from students as to the sources of confidence. Suggest that confidence comes from many sources, but appears to be best developed when positive reinforcement is received and when positive steps in life are taken. Explain that confidence is the "Yes I Can" attitude a positive person possesses.
2. Discuss the meaning of positive reinforcement. Elicit responses from the class and suggest that reinforcement can be verbal, physical, material, or can come from positive "self-talk" within the person themselves.
3. Explain to the class that if others are not available to give us positive reinforcement, we must give it to ourselves. One way a person can do that is by affirming or expressing confident thoughts about themselves to others. Use the following dialogue to explain the activity: "We have discussed how a person can gain a positive, confident attitude from the reactions of others in our lives. Today, we are going to learn how to develop the "Yes I Can" attitude in ourselves simply by expressing those thoughts to others. On a sheet of paper, at the top, print the words "Yes I Can." Below that, list at least five things that you feel you can do. It can be anything from taking care of a pet to telling jokes really well. It can be school things, leisure time things, a skill in sports, art, or music...anything! We will go around the room and

share at least one item on each list. When it is your turn, begin by saying "Yes I Can..." then add your response.

4. After the group has shared their responses, ask the following: "How did it feel to express yourselves? Did you feel like you were bragging? Were you hesitant to say something, fearing someone would laugh or make fun of what you said? That is the thinking that keeps us from feeling confident. In reality, how many here felt good sharing positive things about yourself?"
5. Elicit suggestions from the class on how a person could do this activity with themselves in order to build confidence. Suggest many people write themselves "good notes", practice positive "self-talk", and find other ways to keep their confidence building.

OBSERVATION NOTES

This is often a difficult activity for students, but it helps to identify those who cannot make positive self statements. Those students would benefit from small group or individual self-concept building sessions.

Area II- Category B- Competency 6

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I HAVE CONFIDENCE IN MYSELF.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 7-8
MATERIALS: HANDOUTS-"MY LIFE GOALS" AND "WHEEL OF SUCCESS"

"SETTING GOALS"

INTRODUCTION: Through effective goal setting, students can learn to plan ahead. This goal setting will lay the ground work for personal success. Through their personal growth and successes the student will develop self confidence.

PROCEDURE:

1. Lead a discussion on things that make you have confidence in yourself. List these on the board.
2. Stimulate the discussion to include information on goal setting:
    - planning ahead
    - setting attainable goals
    - reaching short (within several weeks) and long (this school year) term goals
3. Distribute handout "My Life Goals". Require each student to fill this out. It is important that each student understands the difference between long and short term goals.
4. As each student finishes their goals, the facilitator will need to encourage the student to share their goals in an individual session. It is at this time that the facilitator can share the "Wheel of Success" with the student. The wheel should be kept by the student as a guideline and future reference.

OBSERVATION NOTES

Students who appear to be confused about how to set and achieve goals might need more individual attention.

M/JH-120

MY LIFE GOALS

The Present - Short Term Goals

I plan to:

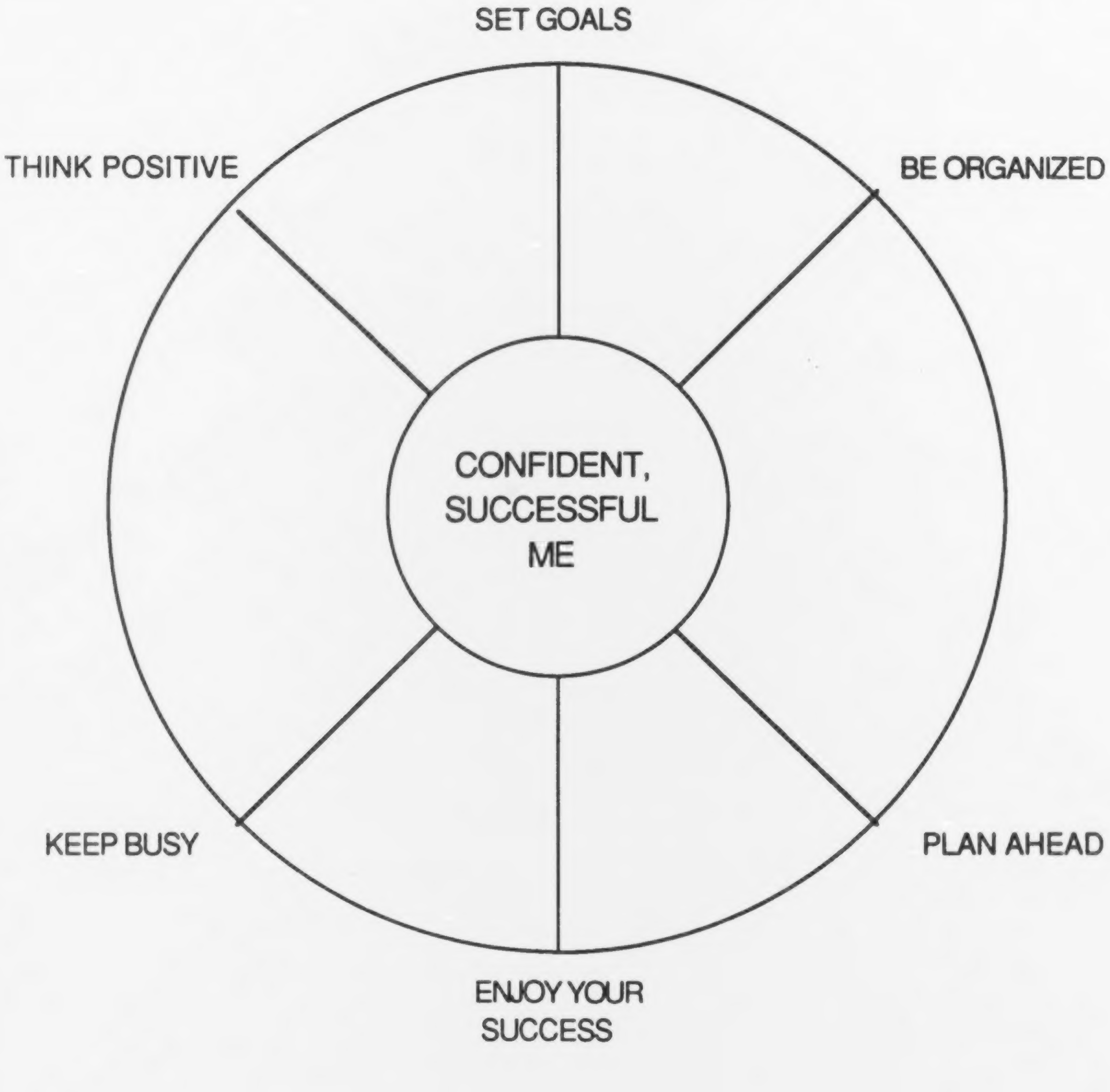
1. ____
2. ____
3. ____
4. ____

The Future - Long Term Goals

I plan to:

1. ____
2. ____
3. ____
4. ____

M/JH-121


SET GOALS
THINK POSITIVE
BE ORGANIZED
CONFIDENT, SUCCESSFUL ME
KEEP BUSY
PLAN AHEAD
ENJOY YOUR SUCCESS

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I CAN STATE MY OWN IDEAS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: NONE

"THE ART OF COMMUNICATING"

INTRODUCTION: It is important for students to learn to communicate assertively in an effective manner. These activities will enable students to learn different types of communication and how it affects the outcome of a situation.

PROCEDURE:

1. Write on the board the three types of communication that will be discussed: assertive, non-assertive, aggressive. (These should be defined with examples).
2. Discussion: There are non-effective ways to ask for what you want.

   a) Can you name non-effective forms of communication. (pouting, sulking, crying, begging)
   b) Do you know anyone who uses these methods?
   c) How does it make you feel when someone uses these methods?
   d) Have you ever asked for anything in these ways? If so, give examples.

   The fact is that when you use non-effective communication to get what you want, it makes you feel bad and it also makes everyone around you feel bad.
3. Divide the students into three groups:

   a) Have each group "act out" one of the communication models.

b) Have a discussion after each model. Discuss how each student acted in order to communicate their behavior.

4. Discussion: There is a better way to ask for something rather than using aggressive behavior. It is not hinting or suggesting but it is direct and straight. Have students give examples after you write these suggestions on the board: Stand or sit up straight, look directly at the person, keep eye contact, talk in a normal voice, be honest and direct. Remember, it's okay to ask for what you want, but don't expect to always get it. We can't always have what we think we want but in some ways it makes us feel better if we have asked for it in a respectful manner. When we treat others respectfully, we are usually treated the same way in return. Sometimes it even turns out better when we don't get what we want. Have the students give some examples of this.
5. Role-play activity: Select students to show effective and non-effective ways to ask for what you want in each of these situations:

   a) A friend asks you to spend the night and you ask your parents.
   b) You want to take some money out of your savings account to buy a new toy.
   c) You want to stay out later than usual.
   d) You want your brother to help you with your math problems.
   e) You want an expensive pair of tennis shoes.
   f) You want to go to the park and your friends don't.

6. Assign students to keep a journal for one week. Ask them to tell about incidents when they were assertive, non-assertive and aggressive. Students can state their specific feelings at the time of each behavior and decide if they felt that it was appropriate behavior for the situation.

OBSERVATION NOTES

By using both individual and group role-playing you should have all students participating. Set goals for those students who continue using non-effective communication techniques.

Area II- Category B- Competency 7

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I CAN STATE MY OWN IDEAS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 7-8
MATERIALS: HANDOUT- "WISH LIST"

"EXPRESSING MYSELF"

INTRODUCTION: Students may find it hard to express their feelings. Students will enhance their individual development by becoming more comfortable in their communication skills.

PROCEDURE:

1. Cut the handout, "Wish List", into individual strips.
2. Gather students in a circle. Ask each student to choose one wish without looking at what it is. Go around the circle as each student responds to their wish. The leader may want to participate in the activity by selecting a personal wish.
3. Repeat the procedure until each student has had two wishes.
4. Discuss the wish circle experience with the students. Inquire how easy it was for them to express their wishes and what kinds of feelings they had when they stated their wishes publicly.
5. This activity could be extended by encouraging students to choose one wish they would enjoy writing in a short story.

OBSERVATION NOTES

The leader should be alert to students who are unable to express themselves. These students may need individual assistance in communication skills.

M/JH-124

WISH LIST

- Suppose you had two million dollars.
- Suppose you were an astronaut.
- Suppose you lived in Tahiti.
- Suppose you were a teacher.
- Suppose you could fly.
- Suppose you could speak all languages.
- Suppose you were a rock star.
- Suppose you could compete in the Olympics.
- Suppose you could read people's minds.
- Suppose you could clone people.
- Suppose you were a world class surgeon.
- Suppose you were Miss/Mr. Universe
- Suppose you were the President of the United States.
- Suppose you were the King/Queen of England.
- Suppose you had a 1,000 acre horse ranch.
- Suppose you could program all TV.
- Suppose you had season tickets to any team anywhere.
- Suppose you owned Bloomingdales.
- Suppose you could change your appearance.
- Suppose you had control over the weather.
- Suppose you were the opposite sex.
- Suppose you met the perfect mate.
- Suppose you could sing everything from Opry to Opera.
- Suppose you could live for as long as you like.

(Add more as needed.)

Area II- Category B- Competency 7

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I CAN STATE MY OWN IDEAS.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: "T-SHIRT" WORKSHEET

"T-SHIRT MESSAGES"

INTRODUCTION: Students can learn to express their ideas in a variety of ways. This activity allows students to use art and language/writing skills in a game format to express themselves.

PROCEDURE:

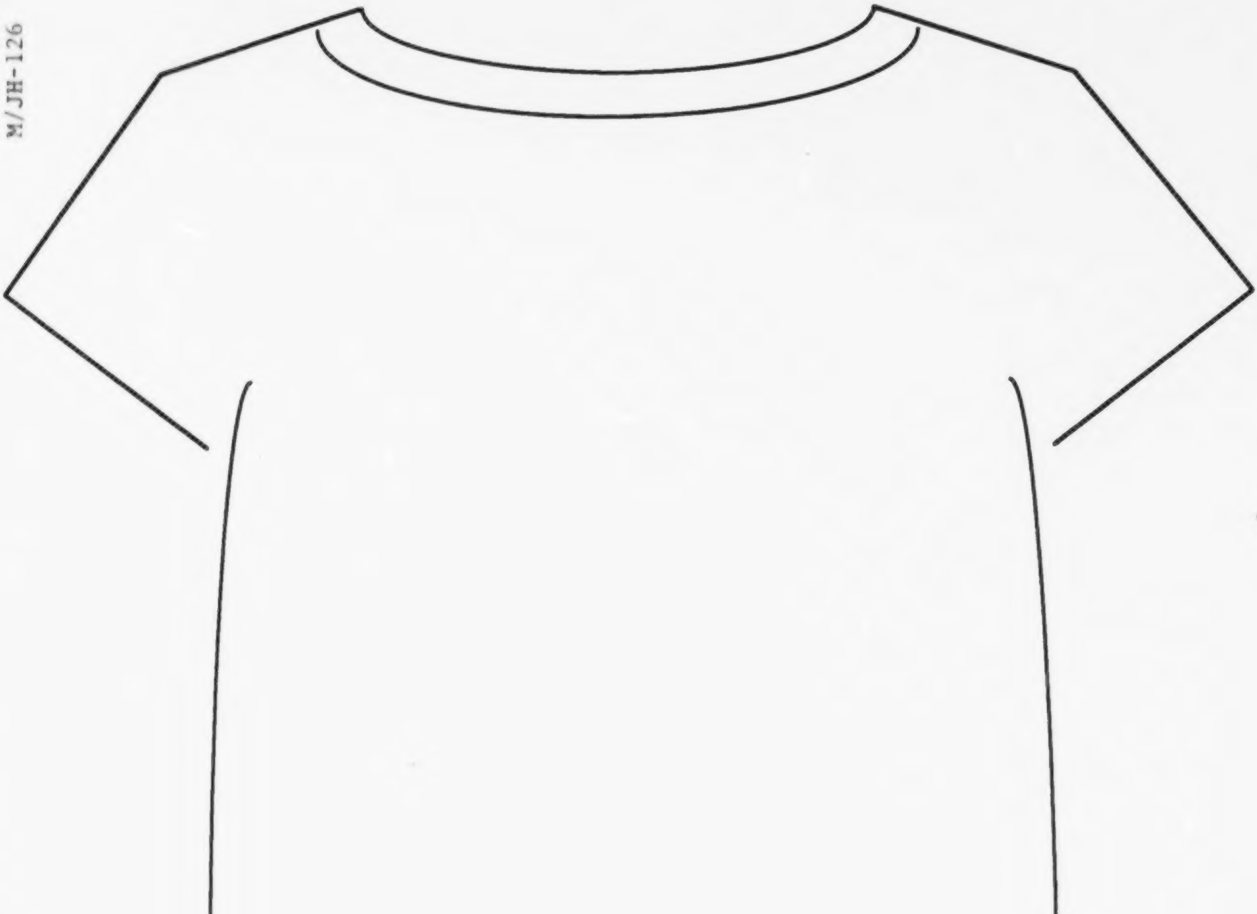
1. Introduce the activity by explaining that people have many ways to express their ideas and thoughts. Question the class and elicit responses about ways they express their ideas and thoughts. Remind them that the methods can include the following: Letters, poems, speeches, comments, signs, songs, art, plays, conversations, graffitti, tattoos, and debates.
2. Suggest that a popular way people express themselves is to wear a t-shirt that has a message on it. People buy or create these t-shirts as a way to express themselves. Request that the class provide examples from their experiences. Point out messages that may be on shirts worn by class members.
3. Distribute the worksheet. Ask students to create a t-shirt that has a personal message to the world on it. Provide time for students to share their t-shirts with the class.
4. Display the t-shirts if possible in the activity room.

OBSERVATION NOTES

Be aware of students who create a t-shirt that expresses negative feelings or values. These students may benefit from an individual counseling experience.

T-SHIRTS

M/JH-126



AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND HOW MY THOUGHTS AND FEELINGS AFFECT MY BEHAVIOR.
TIME: CLASS
GROUP SIZE: SMALL GROUP GRADE LEVEL: 7-8
MATERIALS: POSTER BOARD, COLORED MARKERS, MAGAZINES, GLUE

"MOODS"

INTRODUCTION: Students need to explore their reactions to different moods. They will recognize that many of their peers feel the same way and that they can gain more control over their emotions.

PROCEDURE:

1. Lead a discussion about feelings. What are some feelings we have everyday.

    a) Happy
    b) Sad
    c) Bored
    d) Angry
    e) Scared

2. Divide students into five groups. A feeling word will be assigned to each group by the leader. Give each group a piece of posterboard. The students will answer the following questions and construct a poster depicting the feeling.

    a) Write their feeling word at the top of the poster board.
    b) What other words describe this feeling?
    c) What colors describe this feeling?
    d) What animals remind you of this emotion?

They can use colored markers, cut and paste pictures and words or whatever their preference.

3. Request one student from each group to explain their group's poster and discuss how people behave who are experiencing the feeling depicted on the poster.
4. After all five groups have shared, compare and contrast how the behaviors differ with the mood or feeling.
5. Invite students to keep a journal for three days. In this journal they can keep track of their feelings and when these feelings occur. Ask the students to try to establish a pattern for these feelings and what behaviors followed.

OBSERVATION NOTES

Be aware of students who express extreme emotions. Follow up with these students individually.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND HOW MY THOUGHTS AND FEELINGS AFFECT MY BEHAVIOR.
TIME: ONE HOUR
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: "THOUGHTS, FEELINGS AND ACTION" SHEET

"THOUGHTS/FEELINGS/ACTIONS"

INTRODUCTION: Students are better able to understand themselves and others if they are aware of the differences between thoughts, feelings and actions. This activity gives students practice in making those distinctions and showing that they have learned the differences by creating some examples of their own.

PROCEDURE:

1. Explain the purpose of the exercise (see introduction).
2. Thoughts: We use our brains to think. We are always thinking. Many times when we think, we actually talk to ourselves. Our thoughts are our opinions and conclusions and what we understand and have experienced. Thoughts are private. You can look at me and be sure that I am thinking, but you cannot tell what I am thinking.
3. Feelings: Our emotions, either mad, sad, glad, afraid or ashamed, are our feelings, and they are separate from our thoughts. All our feelings are derived from our thoughts. A common mistake in sharing and expressing feelings is to say, "I feel....." and then share a thought. (Example: "I feel like today is a nice day." "....like today is a nice day" is a thought. "Happy" is a feeling. The correct way to share that feeling would be "I feel happy that today is a nice day.") Feelings are private. You can look at me and guess how I am feeling, but you cannot always tell for sure.
4. Actions: What we do, what we say, or what other people can see, are our actions. Right now I am sitting and talking. Your actions are sitting there and listening to me. Some of you are smiling.

5. Our thoughts, feelings and actions all work together. Many times the process of thoughts, feelings and actions reacting together happens so fast that we forget they are all separate. Here is an example: A boy is walking down the street and he sees a large dog running at him. Immediately he starts running to his house. This happens really fast. But, if we look hard this is what really happened. His thoughts were: "Wow! That dog looks mean! He is coming at me and he might bite me!" His feelings were: scared, afraid, panicked. His actions were: He ran to his house. It is important to realize that in this example, the boy chose to run to his house. He could have chosen other alternatives. He could have frozen. He could have kicked at the dog. He could have run across the street. He had many choices. But he was responsible for whatever he chose to do. We are always responsible for all of our behavior.
6. Role-playing: Ask for three volunteers. Explain that each student will represent one of the three parts, either thoughts, feelings, or actions. Give the following situation. Ask the students to role-play, showing how different parts react and work together. Situation- The teacher asks you a question and you don't know the answer. Example: Student #1- thoughts. ("I wish I knew the answer. The other kids are going to laugh at me and think I'm not smart.") Student #2- feelings. (Ashamed, embarrassed) Student #3- actions. (Tell the teacher "I don't know" and squirm in my seat)
7. Pick three volunteers to role-play each of these situations:

   a) You are sitting in the kitchen when a car pulls into the driveway, and you hear a loud crunch. You remember that you left your bicycle in the driveway. What are your thoughts, feelings, and actions?
   b) Your father comes home from work and says that your family is moving.
   c) You are home alone at night, and you hear a strange noise.
   d) Your dog chews up one of your new slippers.

8. Pass out thoughts, feelings, and actions worksheet. Ask students to think of situations using thoughts, feelings, and actions.
9. Process the role-playing and activity sheet experience. Summarize the following points:

   a) Do you see that the way we think about a situation often determines how we act?
   b) Do you understand that we all choose to behave in a certain way?

OBSERVATION NOTES

While observing the role-play activities, identify the students who have particular strengths in making up dialogues that accurately illustrate the situations. Additional practice sessions could be established using these students as demonstrators and discussion leaders.

M/JH-130

THOUGHTS, FEELINGS, AND ACTIONS

These are the three emotions all of us have. All three emotions work together. Can you think of a time you felt really mad, sad, glad, afraid or ashamed? Try to separate your thoughts, feelings and actions. (Remember - We are always responsible for our own actions!)

A time you had a strong feeling! -

Thoughts -

Feelings -

Actions (what you did) -

Area II- Category B- Competency 8

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND HOW MY THOUGHTS AND FEELINGS AFFECT MY BEHAVIOR.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: HANDOUT-INTERPERSONAL RELATIONS CHECKLIST I AND II, I'M THE BEST CONTRACT
EXCERPT FROM: "LIVING WITH OURSELVES AND OTHERS"-FERGUSON FLORISSANT SCHOOL DISTRICT

"WHY I DO THE THINGS I DO"

INTRODUCTION: By understanding strengths and weaknesses students can understand how these can enhance or restrict our growth as individuals.

PROCEDURE:

1. Introduce the need for understanding our strengths and weaknesses. Encourage the students to define strength and weakness. Write each definition on the board.
2. Distribute "Interpersonal Relations Checklist-I". Ask that the students use honest answers.
3. Discuss the students' answers, assuring there are no right or wrong answers.
4. Distribute "Interpersonal Relations Checklist-II". Direct students to complete handout.
5. Guide the students in a discussion about the differences in their answers on the handouts. Instruct the students to make note of the areas where they respond to a situation differently than they would like.
6. Hand out the "I'm the Best" contract. Encourage the students to think carefully about which behavior they would like to work on for a two week period.
7. Encourage each student to display his or her contract in a designated area of the room. This will enhance the likelihood that students will fulfill their contracts.

OBSERVATION NOTES

The leader should be alert to students that are very negative about themselves. These students may require more individual sessions.

M/JH-132

INTERPERSONAL RELATIONS CHECKLIST-I

Put an X in the box that best decribes the number of times you usually behave in the ways listed.

	Not Very Often	Part of the Time	Most of the Time
Do I try to help people when they need help?			
Do I listen to other people's advice and follow it if I know it's right?			
Do I obey the rules of the group?			
Do I let other people give their opinions?			
Do I talk while other people are talking?			
Do I make other people follow my ideas?			
Do I make fun of other people because of the way they look?			
Do I show respect for adults?			
Do I cause trouble in my family or group when I don't like what they are doing?			
Do I respect the belongings of other people?			
Do I show respect for other people my own age?			

M/JH-133

INTERPERSONAL RELATIONS CHECKLIST-II

Put an X in the box to indicate the areas you most need to improve..

Do I try to help people when they need help?	
Do I listen to other people's advice and follow it if I know it's right?	
Do I obey the rules of the group?	
Do I let other people give their opinions?	
Do I talk while other people are talking?	
Do I make other people follow my ideas?	
Do I make fun of other people because of the way they look?	
Do I show respect for adults?	
Do I cause trouble in my family or group when I don't like what they are doing?	
Do I respect the belongings of other people?	
Do I show respect for other people my own age?	

M/JH-134

I'M THE BEST

I, ________________________________ want to be the best I can be.
(Name)

From __________ to ___________ I will work on one behavior
(Date) (Date)

I want to change ____

____

Signed:______________________

Witness:_____________________

Area II- Category B- Competency 8

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND HOW MY THOUGHTS AND FEELINGS AFFECT MY BEHAVIOR.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"EXPLORING YOUR FEELINGS"

INTRODUCTION: Everybody has feelings. They are something we are all born with. Sometimes we aren't able to control them, or we are changed by them. Sometimes our actions might imply that we are angry when we are really hurt and sad. This session may help students better understand what they are feeling and understand reactions they may have as a result of those feelings.

PROCEDURE:

1. Stress the main theme that feelings are just feelings and are not right or wrong. People may have negative feelings at times, but there is a big difference between feelings and actions.
2. Talk about strong feelings and the impact they have on behavior. Ask the students to express their reactions to some strong feelings they have had.
3. In order to assure that they understand the concept of strong feelings, ask for volunteers to give an example of the four basic feelings of fear, happiness, anger or sadness that they may have experienced during the past week. Ask them to share their reactions to the feelings.
4. Give the students the definition of a journal. Make mock entries of a journal for a one week duration on the chalkboard or an overhead projector. Show one entry for each day of the week.
5. Ask the students to keep a journal of their feelings for one week. Instruct them to record each day the most memorable experience they had dealing with an emotion. Ask them to note if they felt their reaction to the emotion was an appropriate one. For example, on Monday they will record the most memorable experience they had that brought about a feeling of anger,

sadness, happiness or fear. Explain to them that they might not have a strong feeling in each area and to write down the ones they felt were especially strong.

6. Tell the students that this lesson can show them how valuable "stepping back and looking" at their feelings can be to them. Using the journal is one method of achieving this and discussing their feelings with someone is another.

OBSERVATION NOTES

Some students may be crying out for help in their journals. If this occurs, the leader should call them in for counseling. The leader may want to schedule a follow-up meeting with the class one week later to discuss what journal entries revealed about their feelings, behavior, and attitudes.

Area II- Category B- Competency 9

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"I NEED HELP"

INTRODUCTION: Students can learn to approach others in a direct manner when they need help with a problem. This activity will give students an opportunity to practice these skills.

PROCEDURE:

1. Introduce the activity in the following manner: "When a person has a problem, it is often difficult to talk about it or to ask others for help. For example, parents and teachers are often reluctant to approach a child with a problem, even though they really want to. Why is this true?" Elicit responses. Suggest that it may be because we often don't practice this skill, and we lack confidence in this process. We may never have had anyone involve us in a direct manner when solving a problem.
2. Present the concept of using "I messages" instead of "You messages." Model this technique with the following example: Your teenage son has just returned home with the news that he dented the fender of your car. You could say, "You wrecked the car! How stupid of you! You are so careless!" or you could say, "I am really upset. What can we do to get this taken care of?" Invite students to discuss the difference in the approach and the feelings that both the parent and child may have in both situations. The "I" approach is concerned with solving the problem, not placing blame. This helps people feel worthwhile and capable, not fearful and inferior. It encourages people to be open and honest with their problems. Point out that "I messages" are best sent when "Eye" contact is made.
3. Pair students and ask them to practice the "I message" technique. They should present typical situations in which they need help, or in which they need to confront another person.

4. Conclude the activity by placing students in a circle. Select a student to quickly give an "I message" to the student on the right. That student then must give an "I message" to the next student in turn. When the circle is completed, elicit responses about the "I" process.

OBSERVATION NOTES

Students who have difficulty with the concept of "I messages" can be provided with more practice.

Area II- Category B- Competency 9

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.
TIME: 2 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: CHALKBOARD OR CHART TO WRITE ON, PICTURES OF PEOPLE IN CONFLICT AND IN HARMONY

"I'D RATHER SWITCH MY BEHAVIOR THAN FIGHT!"

INTRODUCTION: Solving conflicts by fighting is self destructive and drastically drains a person's energy and ability to do other constructive things in their lives.

PROCEDURE:
SESSION I

1. Show the class some pictures of people in conflict from papers and magazines and discuss the negative effects that can result for these people. List these negative effects on the board.
2. Discuss how conflicts affect those in the class. List negative results of student conflicts and compare with the first list.
3. Ask why it is that even though conflicts produce such bad results people don't do more the avoid them. List these ideas also.
4. Lead the group to the conclusion that everyone has a right to be free from conflicts and able to feel good about themselves. The class assignment is to come in with ideas about how they can avoid or get away from conflicts.

SESSION II:

1. Show pictures of people obviously getting along in a variety of settings including varying ages and races. Discuss what skills or behaviors they might employ to be able to avoid conflicts. List these on the board.
2. Ask for student ideas on how they avoid or solve conflicts. List these on the board also.

3. Ask students for some examples of conflicts which they would like to solve. The class can then relate these to the list of solutions and role play when appropriate.
4. Ask students to copy the list of their solutions and reassert that everyone can avoid, eliminate, and reduce conflicts, if they work at it and want it badly enough.

OBSERVATION NOTES

Some students may want and need individual counseling but it is important that they do more than feel sorry for themselves and actively seek ways of avoiding or reducing conflicts.

Area II- Category B- Competency 9

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"AVOIDING TROUBLE"

INTRODUCTION: Adolescents need to know how to identify a potentially dangerous situation and how to cope with it in a constructive manner. This activity will allow them an opportunity to practice these skills.

PROCEDURE:

1. Direct the students to write their definition of DANGER. Generate a class definition from their individual definitions.
2. Lead the students in a discussion of various kinds of danger such as physical, academic, emotional, legal or social. Encourage them to give examples of each kind and write them on the board.
3. Add examples to the list on the board if they have overlooked some obvious areas such as skipping class.
4. Request that a few students come up to the front of the class and role play how they would deal with one of the examples on the board. Elicit reactions from the class about the success of this coping mechanism.
5. Choose two more students to role play another example. Continue this process until everyone has had an opportunity to role play.

OBSERVATION NOTES

Students who deny that any of the examples are indeed dangerous may need to be seen in a counseling setting to assess their bravado and fear levels.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"PROBLEMS, PROBLEMS, PROBLEMS!"

INTRODUCTION: Students need to learn how to approach their problems in new ways in order to successfully resolve them. This activity teaches students how to categorize their problems so that more effective solutions can be found.

PROCEDURE:

1. Present the following sample problems on the board or on pre-printed sheets.

   a) A friend is talking about you behind your back.
   b) Your little brother/sister is always going into your room without permission.
   c) Your parents are arguing and fighting more and more.
   d) Your teacher doesn't remember seeing your homework paper; you're sure you handed it in.
   e) Your parent is complaining about your making and receiving too many phone calls.
   f) You suspect one of your friends is being abused at home.
   g) Your parent bought you a new shirt to wear; you don't like it at all.
   h) You just got a new haircut; you're afraid people will laugh at you.

2. Ask the students to rate the problems from 1-5. A problem with a "1" rating may well solve itself, or cause so little concern that you don't need to do anything right away. A "3" means the problem is not going away, and has become a source of irritation to you, and you'd feel a lot better getting it resolved. A "5" is so huge and overwhelming that you think about it all

the time, and it causes you daily concern. It has to be taken care of NOW! Make sure the students understand that rating system.

3. Ask the students to rate the problem individually. Let them decide which problems can be solved independently and which problems need to be solved with help from others. The following chart may be helpful:

	Rating	Solve It Alone	I Need Help
(small)	1		
	2		
	3		
	4		
(huge)	5		

4. As a group discuss the "small" and "huge" problems. Emphasize that a huge problem to one person may be a smaller problem for someone else. Talk about some possible solutions to the problems. (If it can't be solved alone, who should they approach?)
5. As a follow-up, ask students to rate problems in their own lives. This may be recorded in a journal so that no one sees it.

OBSERVATION NOTES

Students who seem to lack ideas about how to solve the problem situations would benefit from individual help.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I KNOW HOW TO HANDLE MY PROBLEMS OR WHERE TO GET HELP.
TIME: 40 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 7-8
MATERIALS: POSTER BOARD, LARGE PAPER BAG WITH GRAB BAG WRITTEN ON IT

"GRAB BAG"

INTRODUCTION: Students need to become conscious of anger and how to control it. This activity helps students be aware of different situations that make others angry and how they may handle it.

PROCEDURE:

1. Write each sentence stem twice each on poster board and cut into strips.

    a) I get angry when...
    b) The last time I lost my temper was...
    c) A negative way I act when I get angry is...
    d) A positive way I act when I get angry is...
    e) People get angry with me when...

2. Put sentence stem strips into the bag.
3. Invite the students to sit in a circle. Explain that they are going to share situations which they have been involved in that concern anger.
4. Each student reaches into the bag and draws out a strip. The student should complete the sentence. If the response is negative, the student will need to think of how he or she could make the situation positive.

5. Lead a discussion which includes the following:

   a) how similar human problems are.
   b) how sharing thoughts and working together as a group helps individuals gain new ideas about handling problems.
   c) encouragement to always work to find positive approaches to negative situations.

OBSERVATION NOTES

The leader should observe students who have difficulty finishing the sentences. The leader may need to work with these students in an individual setting.

Area II- Category B- Competency 10

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I KNOW WHAT TO DO WHEN I FEEL DOWN.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: 3X5 INDEX CARDS

"AM I BLUE?"

INTRODUCTION: Students need to know what to do when they feel down. It is an essential skill in developing a healthy self-concept.

PROCEDURE:

1. Stimulate discussion about what it is like to feel down. Encourage students to give personal examples of how they feel. Examples: A student might mention, "I don't have much energy"; "I don't feel like being around others"; "I don't feel like smiling."
2. Inquire if students have heard any popular songs about feeling down or low. Let them provide the titles or words for these songs.
3. The leader may wish to make a list of the songs on the board.
4. Discuss the reasons given for feeling down. Inquire if students think the reasons make sense to them.
5. Encourage students to share reasons why they sometimes feel down. Discuss the fact that not everyone feels down for the same reasons.
6. State that it is not uncommon for people to sometimes feel down and that we all have the "blues" or "blahs" at different times in our lives. Inform students that the important thing to remember is that we don't have to continue feeling that way. We can do something about it.
7. Inquire if any students have found positive ways to deal with their down feelings. Encourage students to share with the class. For example: "I go for a walk"; "I read a book I enjoy"; "I call up a friend whose company I enjoy"; "I exercise."
8. The leader can make a composite list on the board.

9. Invite the class to select two or three ideas from the list to copy onto a 3x5 index card. The index card can then be mounted by the students in a special place for future use.

OBSERVATION NOTES

Be particularly aware of students who express the opinion that they can't do anything to help themselves when they are feeling down. These students may benefit from individual counseling to help them recognize they can have control over their feelings.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I KNOW WHAT TO DO WHEN I FEEL DOWN.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 7-8
MATERIALS: HANDOUT

"DON'T WORRY, BE HAPPY"

INTRODUCTION: Many times students feel down and are unable to cope with their problems. This lesson will give them practice in developing interpersonal coping skills by reminding students of their self-worth.

PROCEDURE:

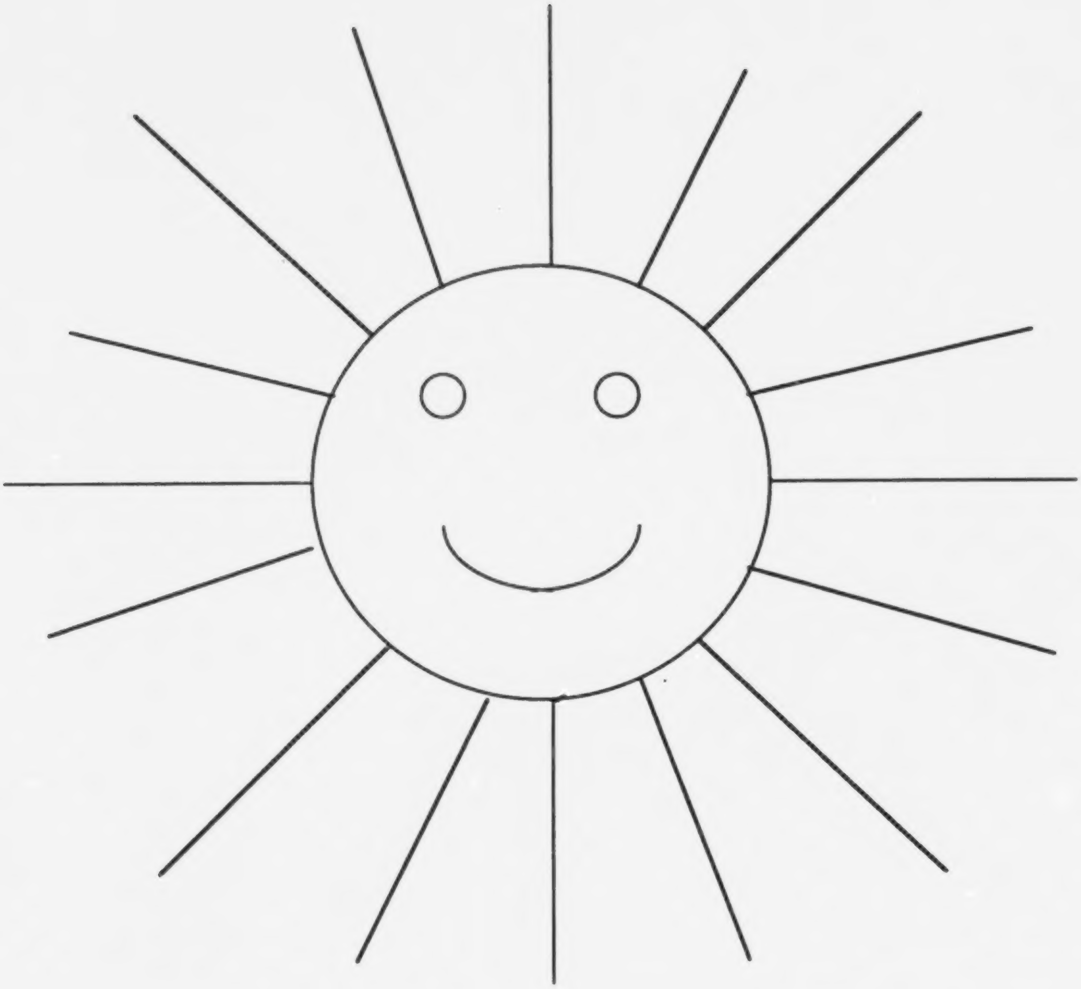
1. Pass out the handout and tell the students to put their name on the smiling face. Inform the students that each ray will be filled out and at the end of the exercise they should feel very good about themselves.
2. Ask the students to list two things in their lives that they can be thankful for.
3. Tell the students to write two things they really like about themselves.
4. Instruct the students to write two things that they have done that has really helped another individual.
5. Tell the students to write two goals that they have accomplished in the last year.
6. Ask the students to write down two moments in their lives that they have cherished as good memories.
7. Instruct the students to list two things they are excited about and looking forward to doing.
8. At the end of the exercise the students will have written twelve things, one for each ray. At this time, instruct them to fill in the rays of their handout.

OBSERVATION NOTES

Students may disclose areas that require individual attention.

M/JH-143

"DON'T WORRY, BE HAPPY"



AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY:	I KNOW WHAT TO DO WHEN I FEEL DOWN.		
TIME:	30-50 MINUTES		
GROUP SIZE:	SMALL GROUP OR CLASS	GRADE LEVEL:	7-8
MATERIALS:	POEM "ANGRY"	EXCERPT FROM:	ST. LOUIS PUBLIC SCHOOLS CAREER EDUCATION CURRICULUM

"TAKE A BREAK"

INTRODUCTION: Students need to learn how to gain perspective on their problems. The "TAKE A BREAK" technique provides them with an additional coping skill they can use when they are feeling down.

PROCEDURE:

1. Distribute copies of the poem "ANGRY" to students and request that they read it to themselves as a volunteer reads it aloud.
2. Elicit responses about the message the poet was sending. Suggest that the poet was telling about a way she learned to cope with negative feelings. She learned to "TAKE A BREAK". She removed herself from the situation and took time to let her feelings sort themselves out. Ask students what they do or have done in similar situations. Share responses and point out similarities and differences.
3. Encourage students to explore the consequences or outcomes of the various coping skills discussed. Refer to the poem, and ask what the possible consequences of the poet's method of making herself feel better are. Ask what the advantages are to getting away from a problem temporarily as the poet did. Suggest the girl in the poem could have yelled back at the people who made her angry, but with a vastly different outcome.
4. Request that students think of a situation in which they have felt down recently and yet have successfully coped with their feelings. Ask them to compare the feelings they had at the

moment the problem occurred, then an hour later, then a day later. Emphasize the changes and stages the feelings seemed to go through.

5. As a homework assignment encourage students to write their feelings the next time they feel down. What did they do to cope? Remind them to try the "TAKE A BREAK" technique.

OBSERVATION NOTES

Assist students in sharing coping techniques and give individual help to students who express difficulty coping with their problems.

M/JH-145

"ANGRY" POEM

Sometimes when the day is bad
And someone's made me very mad
Or I've been given angry stares,
I go behind the front porch stairs.

There, curled up with chin on knee,
I like to be alone with me
And listen to the people talk
And hurry by me on the walk.

There I sit without a sound,
And draw stick pictures on the ground.
If I should tire of it all,
I throw pebbles at the wall.

After I've been there awhile
And find that I can almost smile,
I brush me off and count to ten
And try to start the day again.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I KNOW WHAT TO DO WHEN I FEEL DOWN.
TIME: 2 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"WHAT TO DO WHEN I FEEL DOWN"

INTRODUCTION: Students in early adolescence are often subject to mood swings and unexpected periods of depression. They will benefit from an opportunity to explore possible ways to cope with these feelings. This is a two-day activity that could be adapted, if necessary, to one day, but in that event, students would not be able to write their individual stories.

PROCEDURE:

SESSION I

1. Divide students in groups of four.
2. Direct them to create a list of ten things that are difficult for people their age to deal with in their daily life.
3. Ask them to prioritize the list, ranking them in order of the most difficult first.
4. Gather the class together and ask each group to report their top two categories.
5. Instruct the class to vote on the top three items.
6. Encourage students to write a short story (one to two pages) in which these three factors have caused the hero or heroine, a person of their own age, to feel down or depressed. The story must only have a beginning, describing the difficulties being faced, not an ending with any sort of "solution."

SESSION II

1. Collect all the students' stories, shuffle them and pass them back to the students so that they do not have their original stories..

2. Direct the students to write an ending to the story they have in front of them. The ending should illustrate how the protagonist successfully copes with stress and depression.
3. Select a student to read the beginning of one story, stopping before the solution that was written has been read.
4. Lead the class in a discussion of possible coping mechanisms for dealing with depression in this particular story. The student who read the story should not participate in this discussion. Write possibilities on the board.
5. Request the student to read the ending that was written and ask the original author or the beginning of the story to elaborate on the quality of the proposed solutions.
6. Repeat steps three through five with as many students as possible.
7. Request that the students write three ways they would deal with depression if it occurred in their own lives. This writing should remain private.

OBSERVATION NOTES

Students who are unable to resolve the stories with positive coping mechanisms may need additional counseling time.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I KNOW WHAT TO DO WHEN I FEEL DOWN.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"PREVENTING SUICIDE"

INTRODUCTION. The incidence of suicide among teenagers has increased dramatically over the last ten years. The underlying causes are numerous and include the use of drugs and alcohol, shifting personal and family values, and depression. Since suicidal teenagers usually tell a peer of their intentions before they tell anyone else, it is vital that students learn to recognize the signs of a potential suicide and to know what to say to a friend who is thinking of taking his life.

PROCEDURE:

1. Explain the rationale for this lesson by summarizing the above introduction.
2. Give updated statistics on the number of adolescents who attempt and complete suicide by contacting the National Center for Disease Control. The address is 1600 Clifton Rd. NE, Atlanta, Georgia, 30333 and the phone number is (404) 329-3286.
3. Ask students to compile on the board a list of the causes of suicide.
4. Differentiate between being sad and depressed. (Being sad is usually of short duration while being depressed can be a long-term emotional illness.)
5. Discuss how to be a good listener. Practice this skill by asking students to paraphrase each other's responses to various hypothetical or controversial questions or statements. Give an example to clarify this skill.
6. Provide phone numbers for Life Crisis or other similar suicide prevention programs in the area.

7. Conduct role plays about how to persuade a friend to go to a parent, teacher, or counselor for help.

OBSERVATION NOTES

Be aware of those students who seem to be particularly upset or moved by this activity or of those who may be taking it too lightly. In either case, this activity may have touched on a sensitive area that may need to be explored further. Many pertinent films and videos are generally available as reinforcing activities.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND THE PHYSICAL, SOCIAL, AND EMOTIONAL CHANGES OF GROWING UP.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: "BODY INVENTORY" WORKSHEET

"BODY INVENTORY"

INTRODUCTION: During early adolescence, students experience rapid physical growth. These body changes can cause emotional distress. This activity is designed to give students an opportunity to express their dissatisfaction with their bodies, to learn that no one has a perfect body image and to discover ways to feel better about their physical selves.

PROCEDURE:

1. Reassure students that this activity will be a private inventory and that they will not be obligated to share their responses with anyone.
2. Pass out the "Body Inventory" worksheet and direct everyone to answer the questions by themselves.
3. Request that they total the number of positive responses. Then, total the number negative responses that they made. (OK is a positive response)
4. Divide the class into two groups by gender. Ask each group to compute their average number of positive and negative responses for their gender. Students do not have to reveal specific content to the questions, just the number of negative and positive responses.
5. Ask the students for the totals and write them on the board. Ask the gender groups to dicuss the results (generally the females have more negative responses) and come up with a hypothesis about the differences between the genders. If there is enough time, this can be discussed in the large class group.

6. Direct students in gender groups to discuss what they can realistically change about their bodies (i.e., change their hairstyle, work out with weights) and how they can accept parts of their body that can't be changed.

OBSERVATION NOTES

Students who have a very poor body image may need to be seen privately in a counseling setting.

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"BODY INVENTORY"

How do I feel about me . . .

1. Height . . .
2. Weight . . .
3. Hair . . .
4. Eyes . . .
5. Nose . . .
6. Mouth . . .
7. Teeth . . .
8. Skin . . .
9. Ears . . .
10. Neck . . .
11. Arms . . .
12. Hands . . .
13. Fingers . . .
14. Chest . . .
15. Stomach . . .
16. Back . . .
17. Thighs . . .
18. Calves . . .
19. Feet . . .
20. Toes . . .

Area II- Category B- Competency 11

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND THE PHYSICAL, SOCIAL AND EMOTIONAL CHANGES OF GROWING UP
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: "SELF ASSESSMENT INVENTORY," 3X5 SHEETS OF PAPER-TWO PER STUDENT

"MY CHANGING SELF"

INTRODUCTION: In this activity the focus is on understanding that many of the changes the students are experiencing in middle/junior high school are common to others, that they are not alone. In this way they can draw the conclusion that they are normal and will grow through these years into a normal adulthood.

PROCEDURE:

1. Explain that students of middle school age are experiencing many physical, social and emotional changes. Ask everyone to think of someone their age that they have known for several years and to mentally compare them today with the way they used to be.
2. Distribute the Self-Assessment Inventory worksheet and ask students to check the appropriate column for each item. Explain that the purpose of doing this is to bring to their awareness the many characteristics that are part of their present physical, social and emotional being.
3. Distribute the 3x5 sheets of paper. Explain that the information they are about to write down will be put into a "pool" from which they will draw one at a time for discussion. They will not sign their papers and thus their comments will be anonymous.
4. On the first paper, ask students to write down some positive changes that have occured in the past three years. Also, ask them to write down some future positive changes they hope will occur. On the second paper, ask students to write down some positive changes they have noticed in their best friends. Also, have them write down some changes in friends that may not appear to be positive changes.

5. Collect the two sets of responses separately. Draw several papers from the "self" pool and discuss the responses. As you draw several, note the similarities that begin to appear.
6. Follow with the same discussion of items drawn from the "friend" pool. Also note if the types of characteristics and changes seen in friends parallel the characteristics and changes seen in self.
7. Conclude by asking the group how they have felt about this activity. They could write this down and turn it in or respond verbally.

OBSERVATION NOTES

During this activity, note if particular areas of concern predominate the students' responses. This could serve as a direction for future guidance activities.

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SELF ASSESSMENT INVENTORY

		NOT LIKE ME	VERY MUCH LIKE ME	A LITTLE LIKE ME
1.	Gets along well with boys.	----	----	----
2.	Gets along well with girls.	----	----	----
3.	Gets along well with teachers.	----	----	----
4.	Gets school work in on time.	----	----	----
5.	Is funny or comical.	----	----	----
6.	Enjoys science projects.	----	----	----
7.	Remembers what is learned.	----	----	----
8.	Controls temper.	----	----	----
9.	Is willing to help others.	----	----	----
10.	Is confident, sure of self.	----	----	----
11.	Enjoys art work.	----	----	----
12.	Is neat and clean in appearance.	----	----	----
13.	Feels lonely.	----	----	----
14.	Is able to concentrate.	----	----	----
15.	Is courteous, has good manners.	----	----	----
16.	Gets a lot of fun out of life.	----	----	----
17.	Enjoys math.	----	----	----
18.	Is a leader.	----	----	----
19.	Is not too skinny, not too fat.	----	----	----
20.	Studies hard, does not waste time.	----	----	----
21.	Is willing for others to have their way sometimes.	----	----	----
22.	Does not expect that everything he or she does should be perfect.	----	----	----
23.	Is good at physical education.	----	----	----
24.	Has new, original ideas.	----	----	----
25.	Is not too tall, not too short.	----	----	----
26.	Is able to talk to teachers easily.	----	----	----
27.	Goes ahead with school work on his or her own.	----	----	----
28.	Makes other people feel at ease.	----	----	----
29.	Has lots of pep and energy.	----	----	----
30.	Feels rebellious or angry.	----	----	----

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I ACCEPT AND LIKE MYSELF, BOTH PHYSICALLY AND MENTALLY.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"WHAT I DO WELL"

INTRODUCTION: Students' self esteem is particularly fragile during the early adolescent years. This activity is designed to aid students in appreciating aspects of themselves that they may have overlooked.

PROCEDURE:

1. Instruct students to make a list of twenty things that they do well. This list can include ordinary activities like talking on the phone, eating, sleeping or listening to music.
2. After they have completed their lists, ask them to go through the list and mark an "A" next to any item they prefer to do alone, an "R" next to any item that involves risk. (Physical, emotional or mental risk), and a $ next to any item that costs more than $5.00 each time they do it. An item may have more than one mark next to it, for example shopping may have an "A" and a $.
3. Direct the students to find a partner, preferably someone they do not know well, and share their lists and the total number of A's, R's and $'s. Encourage them to interpret each other's list by noticing what kinds of things they value. For example, they may say, "I notice fifteen of your items have a $ next to them."
4. Lead students back to individual writing again by instructing them to list five things that they want to learn to do in their lifetime.
5. Tell them to choose a new partner, again preferably not a close friend, and share this wish list. They may discuss how they are going to learn these skills.

6. Bring the students back to the large class for a discussion of how being able to do something well is related to how they feel about themselves. Universalize the need to feel competent and capable.

OBSERVATION NOTES

Students with low self esteem may have particular difficulty with this assignment and insist that they don't do anything well. It may be important to work with these students in more depth to discover ways of improving their self image.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I ACCEPT AND LIKE MYSELF, BOTH PHYSICALLY AND MENTALLY.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: ROLLS OF ADDING MACHINE TAPE

"MY LIFE LINE"

INTRODUCTION: In order to understand themselves better, students need to see the progression of their lives. This activity is designed to help students experience the continuity of their lives and to give them an overview of their successes.

PROCEDURE:

1. Distribute a piece of adding machine tape at least 36 inches long to each student. Longer pieces can be made available for those students who think they will need them.
2. Ask them to draw their lifeline, year by year, starting with the day of their birth on this tape. Tell them to include all significant events, especially successes. In the early years they may have to rely on what other family members have told them rather than on their own memories.
3. Remind them that all lives have peaks and valleys, so their lifeline will not be straight. Encourage them to highlight with a marker their emotional peaks, like spending time with grandma, or physical peaks like riding a bicycle for the first time or mental peaks like bringing home a good report card.
4. Select a method of putting the students in groups of three, perhaps chronologically by birthdays. Ask them to share their lifelines with the other two group members. Encourage group members to ask questions of the person describing their lifeline.

OBSERVATION NOTES

If a student has trouble with this activity it may indicate that individual counseling time is needed.

Area II- Category F- Competency 21

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO IDENTIFY THE REAL PROBLEM WHEN I'M WORRIED OR UPSET.
TIME: 50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"WHAT'S THE MATTER?"

INTRODUCTION: Young adolescents are often overwhelmed by the sheer number of problems they may be experiencing simultaneously. This activity is designed to help them prioritize their problems and identify which ones are causing them the most trouble.

PROCEDURE:

1. Introduce the activity by asking the students to estimate how many problems a middle school student has at one time. There is, of course, no right answer for this question, but exploring the students' guesses will normalize the abundance of problems. It would be possible to come up with an average estimate from the class if the numbers are really divergent or the students are interested.
2. Explore the students' ideas about how they cope with so many problems all at once. Ask them how they can identify which is the most important problem. Are problems with parents always the ones that are most pressing? Clarify that this is truly an exploration and that there is no known answer as of yet.
3. Divide the class into small groups of approximately four students each. Request each group to create a scenario in which a middle school student has a multiplicity of problems. This is to be written down on a piece of 8x11 paper. The ficticious student should have a name and at least five problems listed in no particular order.
4. Collect these scenarios from the groups and redistribute them to different groups. The task of the group now is to unravel the new scenario in front of them by giving the ficticious student an order in which to proceed working on his problem. The group is not supposed to solve the

problems but simply to identify what is really the most important problem in this person's life at the moment. They are to write down at the bottom of the scenario what this person's biggest problem is and why they believe that to be true.

5. Collect the scenarios again and return them to their original group. Invite this group to discuss whether they agree with the analysis of the other group.
6. Gather the class together and return to the earlier question of how a person decides what is the most important problem in their life. The students should now have some concrete examples and experience to back up their ideas. Consensus is not as important as a thoughtful exploration of a difficult area.

OBSERVATION NOTES

Students who appear to be absolutely stymied by prioritizing problems may need more practice working on this skill in a small group setting.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO IDENTIFY THE REAL PROBLEM WHEN I'M WORRIED OR UPSET.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: HANDOUTS-"THE DOLDRUM'S DETECTIVE" AND " SPY-GLASS W's"

"THE DOLDRUM'S DETECTIVE"

INTRODUCTION: Sometimes it is very difficult to identify the real problem when a person is emotionally upset. This is a lesson to give students a method to clarify the problem so that it can be placed in proper perspective.

PROCEDURE:

1. Explain the above rationale for the lesson. Tell the students to play the role of a detective by using the questioning method to find out what the real problem is.
2. Pass out the worksheet with the problem-solving questions and tell the students that they should use the following questions to solve each of the problem situations listed on the chalkboard.

    a) Who is involved?
    b) What is involved?
    c) When did it happen?
    d) Where did it happen?
    e) Why did it happen?

3. Write the following situations on the chalkboard and tell the students to use the Spy Glass handout and answer as many of the five questions that will apply.

a) Mary and her friend Debbie are both competing to be one of the seventh grade cheerleaders and have been practicing their routines together for two months. Mary makes the team but Debbie doesn't. Mary promises to go to the mall with Debbie the following Friday but couldn't because her dad was rushed to the hospital and she had to stay home with her little brother. Debbie stopped speaking to Mary because she said that Mary is not dependable and doesn't keep her word.

b) Two brothers, Jim and Tom, want to play different video games on the computer. Jim accidently spills soda all over the disks on the computer table. Their mother happens to see this and makes Jim go to his room. Tom tries to explain to their mother that it was an accident. She does not listen to him and tells Tom to just play his video game. Later, Jim is furious with his brother because he said Tom's soda was sitting in the place Jim always places his. If Tom had not put his soda in the wrong place, Jim feels that he would have never have had the accident.

c) Andrea took a teacher's purse. Paula saw her do it but told the teacher she did not see who did it. Fifth hour, one of the students in the teacher's class told the teacher that Paula had been in the room when the girl who had the purse ran out. Paula was called to the principal's office and given detention for lying. Paula cried and said that she hated the teacher and school for being so unfair to her, after all, it was not her fault. She wondered why everyone was picking on her. She really hates this school.

d) Joe, Ted, Mike and Andrew are watching a Saturday afternoon football game on TV at Ted's house. His mother announces that she will be gone shopping for several hours and that Ted's father is out; they will both be back about dinner time. The game becomes boring and the boys decide it would be fun to do something exciting, they each drink a beer. Ted becomes afraid that he'll get into trouble.

e) John has Andy's new tape and refuses to give it to him because Andy borrowed his Adidas jacket and kept if for two months. Andy is close friends with John and can't understand why he won't give back his tape.

OBSERVATION NOTES

The leader can tell the students to volunteer a personal situation to discuss with the class.

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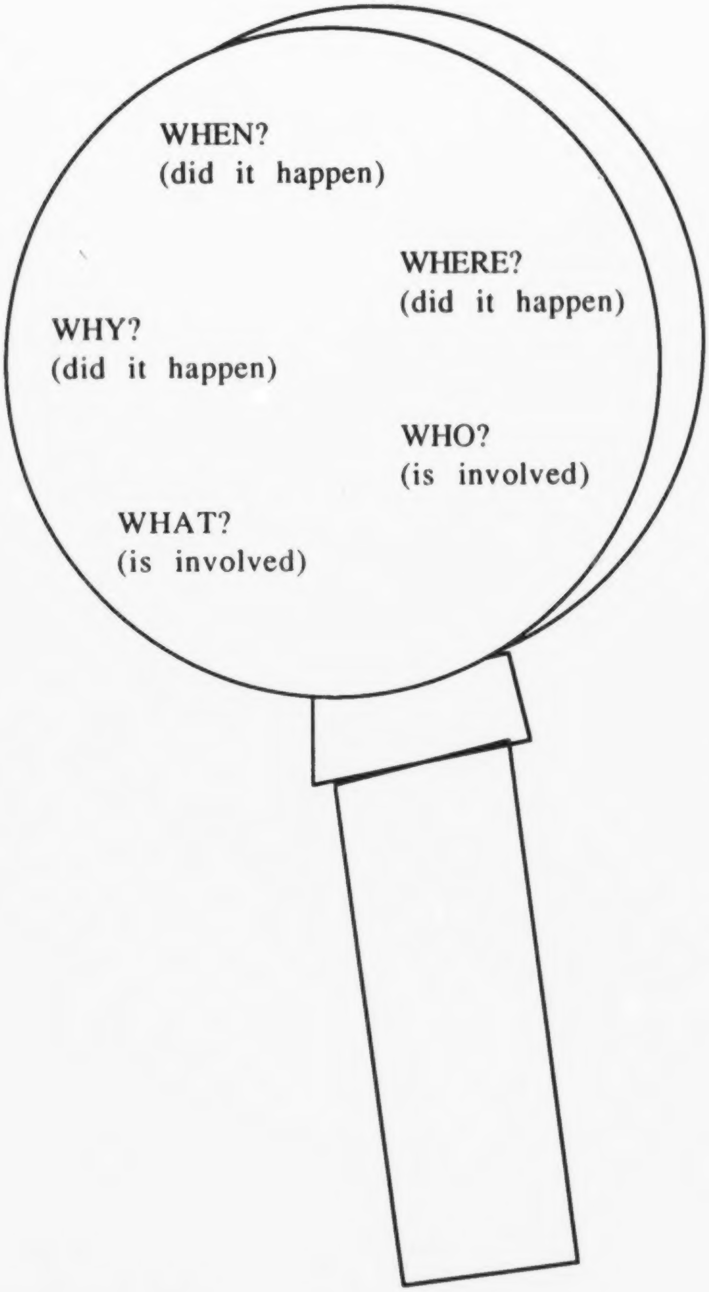
THE DOLDRUM'S DETECTIVE

Answer the following five questions about each situation and be prepared to share your findings (the real problem) with your group.


WHEN?
(did it happen)
WHERE?
(did it happen)
WHY?
(did it happen)
WHO?
(is involved)
WHAT?
(is involved)

SPY-GLASS W'S

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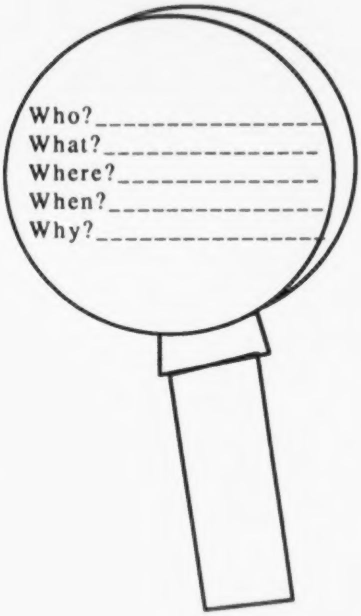
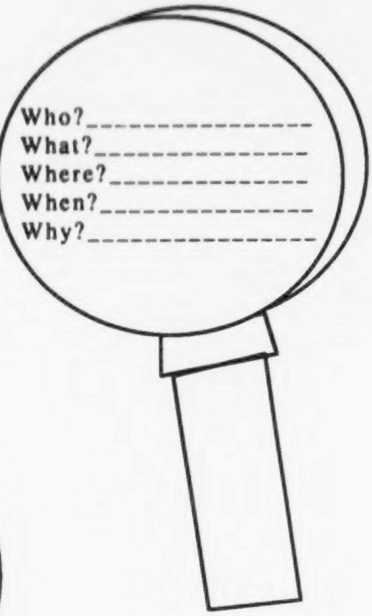
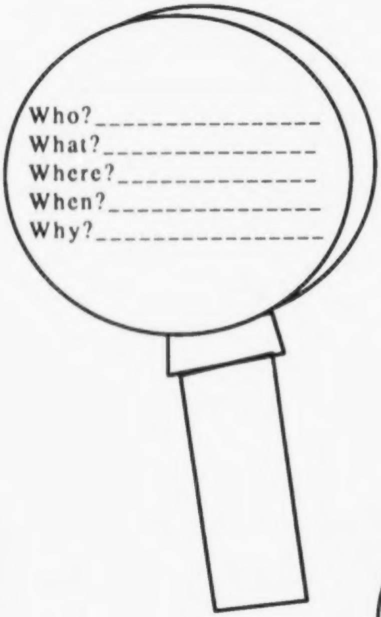


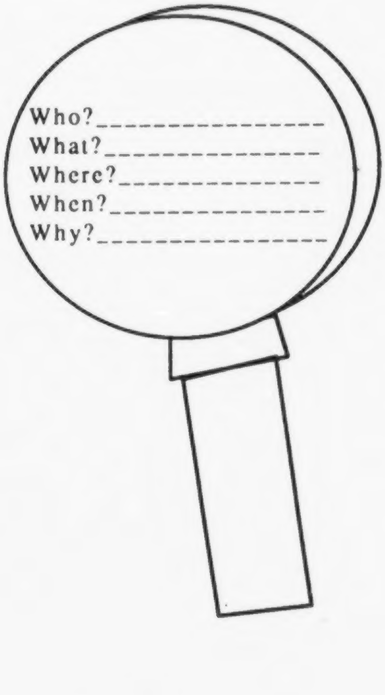
Who?_______________
What?______________
Where?_____________
When?______________
Why?_______________



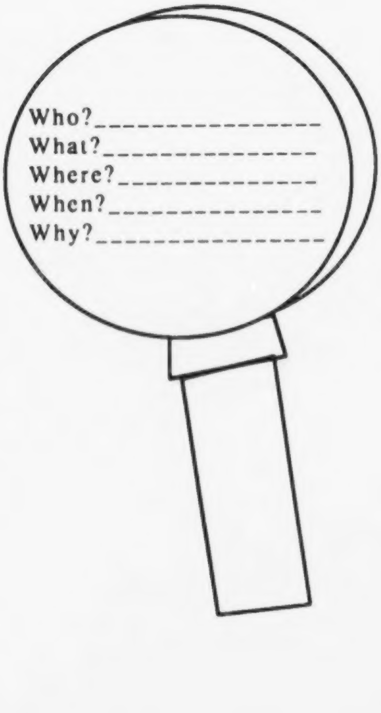
Who?_______________
What?______________
Where?_____________
When?______________
Why?_______________



Who?_______________
What?______________
Where?_____________
When?______________
Why?_______________



Who?_______________
What?______________
Where?_____________
When?______________
Why?_______________



Who?_______________
What?______________
Where?_____________
When?______________
Why?_______________

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO COME UP WITH MANY POSSIBLE SOLUTIONS TO A PROBLEM.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 6-9
MATERIALS: NONE

"I'VE GOT A BRAINSTORM"

INTRODUCTION: This activity is good for students who need additional help in arriving at alternative courses of action when they are exposed to the decision-making model.

PROCEDURE:

1. Introduce the concept of "brainstorms" as inspirations or ideas generated from within or gathered from others. Suggest that brainstorming is an important task to complete when trying to make good decisions.
2. Give the group the following sample activity to stimulate thought and model the process:

"What Can Bill Do?"

Bill has been saving his money to buy a bike. He has just enough to buy it this weekend. His best friend, John, has an emergency. He has broken his mom's lamp and needs to replace it right away. He knows Bill has lots of money; and since Bill is his best friend, he asks him for a loan. He tells Bill that he's really counting on HIM for help. Bill wants to help his friend, but he knows John won't be able to repay him for a long time. Bill really wants that bike.

3. Instruct the group to state Bill's problem as simply as possible. Encourage them to list many alternatives from their own ideas or from classmates. Generate from their discussion the possible consequences for each action.

4. Encourage students to share their ideas. Point out similar and different approaches. Focus on the possible consequences of each possible action. Ask for a group concensus on the best alternative.
5. Ask students to use a similar process on a problem they may have. Encourage them to share their possible solutions. Pick one or two samples from the class and ask the class to help with alternatives.

OBSERVATION NOTES

Students who find this activity difficult need individual help with the decision making process.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO COME UP WITH MANY POSSIBLE SOLUTIONS TO A PROBLEM.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: "COMPUTER BOX" - A SHOE BOX WITH A SPLIT IN THE TOP AND A HUNDRED SLIPS OF PAPER INSIDE. ON THE SIDE OF THE BOX WRITE "GUARANTEED PRACTICAL ADOLESCENT SOLUTIONS"

"BRAINSTORMING - PROBLEM SOLVING GROUP STYLE"

INTRODUCTION: This lesson is to show young adolescents that brainstorming with their peers can be a valuable problem-solving technique. The lesson focuses on the positive aspect of peer relationships as a coping skill for solving problems.

PROCEDURE:

1. Encourage each child to write a problem on a piece of paper, which might be encountered now or in the future. These will be used for the group to discuss in a brainstorming session.
2. Ask each student to place their problem in the "computer box".
3. Select a problem from the box.
4. Pick a secretary to write the problem and list of solutions that are offered on the chalkboard. (All solutions will be accepted without comment)
5. When all solutions have been received explore the positive and negative aspects of each solution.
6. Ask the group to vote on the most reasonable and helpful solution to the problem.
7. Place an asterisk next to the solution that is the best according to the group.
8. Ask a student secretary to keep a record of the problems and the accepted solutions.
9. Make a cover for this solution booklet and put it in convenient place as a reminder of the comfort and value of brainstorming with a group and as a valuable resource for the class. Six examples of possible problems for the class "computer":

a) Your friend has been drinking at a party. He wants to drive you home. What could you do?

b) When I visit one of my friends at his home he offers me some beer from the refrigerator. I'm not sure I want to drink alcohol. What should I do?

c) They were passing a "joint" around at a party. Everyone had tried it. I was the last one to try it. I really did not want to smoke marijuana. What should I do?

d) A popular group of boys are harassing a particular student every day after school. I don't think it's fair. What can I do to help without making enemies?

e) What should I do if someone brings alcohol to my party Saturday night?

f) My friend's father is drunk a lot. He usually hits him when he has been drinking. How can I help my friend?

OBSERVATION NOTES

You as the leader may want to add some problem slips of your own to the box. If the group really becomes involved in this activity you may want to come back for a follow-up visit. Another point is that, having done this activity once and loosening up the group, you may find it productive to give them another chance to write out problems to put in the "computer". The second time their problems may be even more real and personal.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW WHAT IS IMPORTANT TO ME SO I CAN SET GOALS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: PAPER, PENCILS/PENS FOR EACH STUDENT

"VALUE-ABLE CHOICES"

INTRODUCTION: In order to set realistic goals, students need to know what they value. This lesson will help them discover and clarify their values and beliefs.

PROCEDURE:

1. Begin the lesson by asking the students what a "value" is. A possible response might be: something a person believes in or thinks is important.
2. In a class discussion generate some examples of values: love, health, wealth, education, job security, justice, freedom.... (List the values on the board.) Explain that not everyone values the same ideals or activities. Discuss possible reasons for people to believe the previous values are important.
3. Ask the students to list on paper three values that are important to them. After each value, request that the students list one reason for believing in each ideal.
4. After the students have completed their lists, ask several volunteers to share their lists. Discuss how values relate to career choices. (ex: If you value education, you may choose to be a teacher. If you value health, you may choose to be a doctor, nurse, or dietician...)
5. Conclude the lesson by suggesting that students select at least one occupation that is compatible with their values. Request that they write this occupation at the bottom of their values list.

OBSERVATION NOTES

Students who have trouble identifying personal values may need individual help to discover and clarify their beliefs.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW WHAT IS IMPORTANT TO ME SO I CAN SET GOALS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: "WHAT DO I VALUE?" QUESTIONNAIRE, "CODING SYMBOLS" HANDOUT
EXCERPTED FROM: DISCUSSION AND THINGS TO DO

"MAKING GOOD DECISIONS"

INTRODUCTION: This exercise is an attempt to help students look at themselves and their behavior in order to clarify their values.

PROCEDURE:

1. Pass out "What Do I Value?" questionnaire. Ask the students to write a list of twenty things they like to do on the left hand side of the chart. They should make the list quickly (five-ten minutes). The list does not have to be in order of importance. (No one else need see a student's list; so it is not necessary for everyone to finish.)
2. Pass out "Coding Symbols" handout. Ask students to follow directions as they code their list, using the right hand columns. This will be their own private coding to help them learn about their personal values. They can put the suggested symbol at the top of each column and proceed to fill out each row.
3. Ask the students to review their lists and write what they learned about themselves at the bottom of the page.

OBSERVATION NOTES

If time permits ask students to show what they learned from the exercise and what surprised or pleased them. As a homework assignment the teacher could ask students to brainstorm careers that would involve using the five things they like to do best. Examples: Like to read, Enjoy water sports, Want to be outdoors, Enjoy helping friends learn new games, Hiking on trails. Possible careers: Recreation Director/Sports Director.

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WHAT DO I VALUE?

List in the first column of the chart below twenty things that you really like to do. Do it quickly, writing down the first things that come to your mind. This is your private list, and on it you should put things that you enjoy, that make you feel good, that make you happy, that are fun. Your teacher will explain how to fill in the other columns.

Twenty Things I Like to Do									
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									

What did you find out about yourself? I learned that:

I was surprised (or pleased) that:

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CODING SYMBOLS

Symbol	Direction
A/P	Put an A for activities done alone, P for activities done with people.
$5	Check each activity that costs more than $5.
PUB	Check each activity that you would be willing to declare publicily.
2 YR.	Check those you would have listed two years ago.
F	Check those your father would put on his list.
M	Check those your mother would put on her list.
D	Write the approximate date you last did each activity.
O	How often this year you did it. (never, seldom, often, very often)
RANK	Number the top five (one-five), the ones you like to do best.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO MAKE GOOD DECISIONS.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: NONE REFERENCE: DISCUSSIONS AND THINGS TO DO

"TO DO OR NOT TO DO...THAT IS THE QUESTION!"

INTRODUCTION: Students make many decisions daily, often without any real analysis of their problem, or without first searching for alternative courses of action. This activity is designed to help students learn to employ a more structured approach to making decisions.

PROCEDURE:

1. Introduce this activity in the following manner: "We make many decisions each day. Some are seemingly simple, such as what to eat for breakfast, or which clothes to wear; others are more involved and complex, such as whether to study for an important test, or go to a friend's house instead. What are some decisions we have already made today? The biggest problem with decision making is organizing our thinking before we jump ahead with a decision. I'm sure we have all made 'snap decisions' that later turned out poorly...can anyone share one of these with the class? Today, we will learn a simple process for making better decisions."
2. On a board, or using a prepared visual aide, write the following decision making framework.

Decision Making

a) What is the problem?
b) What are some possible solutions?
c) What are the possible outcomes from each solution?
d) Pick a solution and try it.
e) Look at results, pick new solutions if needed.

3. Explain each area in detail. What is the problem: Students think about the level of their interest and feelings involved, and consider the feelings and interests of others. What are some possible solutions: Remind students that "brainstorming" and asking others for advice is needed to get a good list of alternatives. What are the possible outcomes from each solution? Emphasize that the ability to project and foretell possible outcomes is a key to taking risks, and they must know their own risk-taking limits, particularly where a friendship or relationship may be endangered. Pick a solution and try it: Point out that often people are afraid to try a solution, even after careful thought. Suggest that the problem often will not just "go away" and something has to be tried. Look at results, pick a new solution if needed: Students need to able to see what happened, and try again if the resulting decision was not satisfactory. Remind students that they can't expect even the best planned decisions to always turn out the way they want, particularly when it involves the desires and feelings of others.
4. Ask students to think about a decision they need to make soon. Instruct them to use the model presented, and enlist the help of another class member to brainstorm alternative courses of action. Elicit decision samples from class members and ask for commitment to try a solution to the problems presented.

OBSERVATION NOTES

Be aware of students who seem unable to make decisions or think through the process. They may be indicating a lack of self confidence and might benefit from individual help.

Area II- Category F- Competency 25

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO EVALUATE MY DECISIONS AND CHANGE POOR ONES.
TIME: 45 MINUTES
GROUP SIZE: SMALL OR CLASS GRADE LEVEL: 9
MATERIALS: COPIES OF "DECISION-MAKING MODEL" (ONE PER STUDENT OR ILLUSTRATE ON THE BOARD).

"LISTENING EXERCISE"

INTRODUCTION: Making decisions is a part of everyday life. Most often decisions are made with very little thought. Such as: what to eat; what to wear; whether to watch T.V. or visit with a friend on the phone. There are some decisions, however, that require a lot more thinking. This lesson will help students make good decisions when faced with tough problems.

PROCEDURE:

1. Explain that some decisions are hard to make; others are easy but are still decisions. We are constantly making decisions. List some examples and ask students to classify them as "hard" or "easy." "Hard" or "easy" will vary from student to student and may differ for a certain student at different times.
2. Explain that the purpose in making decisions is to deal with problems. Ask "What seems to you to be the logical first step in dealing with a problem?" (Answer-- "State the problem clearly"). If no one approaches this point, then suggest, "What would you say to a friend who tells you, 'I'm not getting along with my mom at all! What should I do?' Would you immediately suggest a line of action? Or would you ask a few more questions first?" Use this discussion to lead to step one of the decision making model-- State the Problem Clearly.
3. Ask the group to list orally or anonymously in writing as many problems facing teenagers. From this list, ask them to pick one that the class or group could work on as an example for the decision making process. Then "define this problem clearly." What goal is to be achieved

or what need met? For example, if the students pick "arguing with parents" as a problem, the first step would be to restate this more precisely. They may need to find a way to discuss a disagreement without yelling and screaming. Or they may need to find ways to keep so many disagreements from arising in the first place.

4. Ask "What do you do next?" The class will probably suggest: Think of Alternatives. Elaborate on brainstorming-- think of as many ideas as possible without regard to quality or feasibility. A bad idea might spring an association with a better idea. Now brainstorm alternatives to the problem chosen by the class. List these on the board. Emphasize that at this stage there is to be no criticism of any ideas.
5. Discuss narrowing down the list of alternatives. Some can be thrown out easily for obvious reasons. When you get down to 2 or 3 that seem to have strong possibilities, suggest Listing the Pros and Cons of each. As you do this, remind them to consider the consequences both long and short term, both for themselves and for others.
6. Ask the student "What's next?" Choose an alternative. They can do this with the example you've been working on. They should choose individually. Maybe the class will want to come to a consensus or vote, but this isn't necessary.
7. Explain that the last two steps are to Implement a Plan of Action, to Evaluate the Results. If things don't work out satisfactorily, make changes in your plan and try again.
8. Summarize by outlining the seven steps on the board or handing each student a copy.
9. Ask each student to think through a decision they face in the coming week and write down the alternatives. Also ask them to list the pros and cons of each choice. Then they should drop this off in the counselor office (or hand in to their teachers).

OBSERVATION NOTES:

This process is very important. If students run into this activity year after year, that's fine. An example that works well if the students have a hard time deciding on one to use is "you're new in a certain situation or school and don't have any friends." Another good one is "your parents don't like your friends."

DECISION-MAKING MODEL

1	2	3	4	5	6	7
State the problem clearly	Search for alternatives	List the pros & cons for each alternative	Implement best alternative	Check decision with trusted authority	Check place of action	Check results

1. What are the goals or objectives that are to be achieved? What need is to be met?

2. List as many choices and alternatives as you can think of. This should be an uninhibited, creative process.

3. Predict probable consequences for each alternative. Group brainstorming is often very helpful here.

4. After weighing and analyzing the probable consequences for all alternatives, choose what seems to be the best choice or alternative, considering one's family and the community at large.

5. Check your choice with a trusted authority to make sure the decision is not harmful to anyone.

6. Implement your choice. Determine whether or not your chosen alternative satisfies the need or solves the problem.

7. Evaluate the outcome of your choice. If your plan of action does not satisfy the need or solve the problem, choose another alternative and try again.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO EVALUATE MY DECISIONS AND CHANGE POOR ONES.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: YOUR CHOICE SHEET EXCERPTED FROM: DISCUSSION AND THINGS TO DO

"YOUR CHOICE"

INTRODUCTION: Decision-making is a part of everyone's day. It is important to look at the problem and the consequences when deciding just what to do.

PROCEDURE:

1. Ask students' to choose the five most important decisions from the "Your Choice" worksheet.
2. Students list reasons for their choice on their worksheet.
3. In group discussion students are encouraged to volunteer the five most important choices and tabulate results.
4. As a group, evaluate the "why" that students gave for their choices.
5. After class discussion, ask the students to re-evaluate their first choices made on the worksheet, making changes where needed.

OBSERVATION NOTES

Watch for students who are not changing any decision. In most cases, the group discussion should have caused students to re-evaluate one or more of their first choices.

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YOUR CHOICE

Students have these decisions to make throughout the day. Choose the five most important decisions you feel they will face and why these would be important.

1. Whether to rise early or not
2. To brush teeth and wash face or sleep longer
3. What clothes to wear
4. Whether to eat breakfast or meet the group early
5. Talk with my friends in front of school or look over my notes for a math test first hour
6. To cheat on my math test or make it on my own
7. To sleep in study hall or keep an appointment with my advisor to make plans for next semester courses
8. To take shop or French next semester
9. To eat lunch at school or try to make it to McDonalds' without getting caught
10. To ride the bus home or walk with friends
11. To give my speech today or try to get out of it until tomorrow
12. To play tennis after school or clean the garage
13. To go to a party Saturday night or to the baseball game with Dad
14. To watch a special on TV or study for a science test
15. To go to bed or listen to records

Decision #	Why
_________	____
_________	____
_________	____
_________	____
_________	____

Area II- Category F- Competency 26

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO ACCEPT RESPONSIBILITY FOR MY DECISIONS.
TIME: 2 CLASS PERIODS
GROUP SIZE: 20 - 30 STUDENTS GRADE LEVEL: 6-9
MATERIALS: COPIES OF THE WORKSHEET - "THINKING ABOUT TAKING RISKS"
REFERENCE: QUEST

"THINKING ABOUT TAKING RISKS"

INTRODUCTION: The purpose of this activity is to explore the role of risk-taking in the decision-making process and to accept responsibility for the decisions made. Students need to be encouraged to consider risks and consequences while making decisions.

PROCEDURE:

1. Session One: Begin the session by writing the following quotation on the chalkboard. Ask the students what the question means. "Some people are brave, and some people just don't know any better."
2. Write the following list on the board or prepare a handout:

   a) Running for class office
   b) Going to an unchaperoned party
   c) Trying out for a part in the school play
   d) Sky-diving
   e) Smoking cigarettes
   f) Approaching a person you don't know well
   g) Using a drug
   h) Sticking up for someone whom others ridicule
   i) Drinking alcoholic beverages when your parents aren't home

3. Ask the students "what do all of these decisions have in common?" Guide class discussion, showing students that all items have an element of risk.
4. Ask the students to define the term "risk". One definition might be: "The degree of hazard that comes with every opportunity." Another might be: "The possibility that something unpleasant will happen as a result of an action."
5. Stress that different types of risks and write several categories on the board. For example, physical, legal, social, and cross cultural. Ask the students for examples of each category and write on the chalkboard.
   Examples:

   a) Physical: Down-hill skiing, hitch-hiking, swimming alone, climbing a tower, diving off a cliff, crossing a busy street.
   b) Legal: Stealing, running away, breaking into someone's home, carrying a weapon, shoplifting, hurting someone physically.
   c) Social: Going against the decision of the crowd, critizing someone for a good reason, speaking up on behalf of an unpopular belief, revealing someone's secret, standing up for someone.
   d) Cross-Cultural: Learning a new language, adopting to a new culture, experimenting with new foods or social behaviors, making friends with someone from a different background, inviting your new friend to your home.

6. List reasons individuals take risks. Examples:

   a) For pleasure or thrills
   b) To prove yourself
   c) Because of the possible benefits
   d) To learn or experience something new
   e) Out of loyality and commitment to others
   f) Because of lack of information
   g) To show off
   h) To achieve a goal
   i) To gain approval from others

j) Because of a deep belief

Reinforce the idea that taking risks can lead to both positive and negative consequences, giving examples.

7. Session Two: Review first day's activities. Pass out the worksheets -"Thinking About Taking Risks." Divide the class into groups and assign each group one of the categories of risks listed on the board (physical, legal, social, cross-cultural, and any other category added.) Ask each group to select a recorder and a reporter. Explain that each group's task is to list five risks for their assigned category and a positive and negative consequence for each risk. Present examples like these below and check for understanding.
   Examples:

	Risk	Positive consequence	Negative consequence
a)	Run a marathon	great feeling	possible injury
b)	shoplift	"kicks" get something for nothing	feeling guilty because of stealing/ getting arrested

8. Give the students about twenty minutes to complete this task. Then bring them together on a conversation circle to share their conclusions.

OBSERVATION NOTES:

Emphasize that because many decisions may have negative consequences, it is best to analyze the situation if possible, before making the decision. Any students who have problems with making decisions may need some additional counseling sessions.

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THINKING ABOUT TAKING RISKS

	Risk	Positive Consequences	Negative Consequences
1.			
2.			
3.			
4.			
5.			

Area II- Category F- Competency 26

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO ACCEPT RESPONSIBILITY FOR MY DECISIONS.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"THE BUCK STOPS HERE"

INTRODUCTION: This activity will teach students how to accept the consequences of their decisions.

PROCEDURE:

1. Discuss what is meant be the phrase, "passing the buck." It means putting the blame or responsibility on others.
   An example: "President Harry Truman had a famous sign on his desk at the White House. It read 'The Buck Stops Here'. What did this mean?"
2. Explain that when people "pass the buck", they are not taking responsibility. Ask the class why people "pass the buck" and ask for examples from their own experiences. Suggest that fear of consequences and a lack of self-confidence is the main reason the buck is passed.
3. Read the following situations, analyzing each as to possible outcomes and consequences if the "buck is passed". Talk about the feelings involved.

   Situation 1- Two friends, Lisa and Cindy, are at the store. Lisa sees some earrings that she likes, and suggests that she and Cindy take them when no one is looking. Cindy agrees, but the girls are caught by store employees. Both girls have to go to court, and Cindy is grounded from her friends and activities. Cindy blames Lisa saying it is all her fault. Is Cindy "passing the buck?" If so, why is she unwilling to take responsibility?

   Situation 2- Tony has been saving his money to buy a car. He has found an old Chevy that he really wants and asked his father to look at it with him. His father told him the car had lots of problems, and that he wouldn't recommend buying it, but he told Tony that it was his decision. Tony bought the car, and it turned out to be full of problems. He is mad at his dad because his dad will not help him pay for the many repairs the car needs. Who is "passing the buck", Tony or his father? Why? Support your answer.

Situation 3- Bill really has to study for an important history test. He is in danger of failing the class. Bill just doesn't like history; he says the class is boring, and his teacher is always picking on him. Just when he begins to study, Jennifer calls him on the phone. Bill really likes Jennifer and talks to her for two hours. He never does get around to studying. He fails the quiz and fails history class. Bill is a "buck passer". Who is he likely to blame for his failure to pass history? Who will he probably not blame? Why do you think Bill is a "buck passer"? If you were Bill's parent, what would you say to him?

4. As a follow-up activity, students could be encouraged to bring in news articles or stories that appear to have examples of "buck passers" to share with the class. Discuss situations that arise at school where someone "passes the buck".

OBSERVATION NOTES

Be aware of students who seem unable to show an understanding of the concept of taking responsibility for their actions. These students may benefit from individual help.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO EVALUATE MY DECISIONS AND CHANGE POOR ONES.
TIME: 55 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9
MATERIALS: COPIES OF "CREATIVE LIFE MANAGEMENT GUIDE" FORMS

"GOAL SETTING"

INTRODUCTION: Setting goals helps us to make decisions. If we know where we want to go, then we can make decisions that will help us reach our goal. This exercise needs to be monitored and the students need to be coached throughout. Use examples on your own process as explanations.

PROCEDURE:

1. Begin explaining the activity by providing each student with a completed sample copy of the Creative Life-Management Guide Form.
2. Introduce the idea of goal-setting by sharing a personal anecdote about a goal desired, worked for and achieved; or read a short story about some successful person's road to success.
3. Discuss achieving personal goals, evaluating existing goals, and developing alternatives with students.
4. Provide ample time for students to complete their copies of the Creative Life-Management Guide form.
5. Assist students as needed.
6. Encourage students to share and evaluate their answers upon completion of the exercise.

OBSERVATION NOTES

Refer students to the goal setting process if they have difficulty.

CREATIVE LIFE-MANAGEMENT GUIDE

1. Describe a specific personal circumstance that you want to manage.____

2. What is the specific goal within the circumstance that you want to achieve?

3. What is the single most important value within this goal?

4. What is the specific barrier that is in opposition to this goal?

5. What is the single most important value within this barrier?

6. What is the relative importance of the value in the goal and the value in the barrier?

7. Based upon value priorities, what is the specific goal you want to achieve now?

8. List the functional strengths you possess that will help you achieve the goal.

9. First, list several specific alternative methods of managing the circumstance. Second, list the best outcome for each alternative, the worst outcome for each alternative, and what is likely to happen if the alternative is used. Third, list the strengths you possess to achieve the best outcome for the alternatives selected. (See No. 8) Fourth, determine which alternative you want to use and act.

Area II- Category H- Competency 27

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND MY FRIENDS AND CLASSMATES.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"WALK A MILE IN MY SHOES"

INTRODUCTION: This is a lesson that can help students learn the meaning of empathy. Sometimes students are very insensitive to each other. They can be mean or cruel without realizing that they are being that way. In this lesson students will have to put themselves in someone else's place and try to understand their reactions and feelings to various situations.

PROCEDURE:

1. Give the students a personal vignette that you felt very sensitive about and that you feel your friends or students were very insensitive about. Tell them to put themselves in your place and ask different ones how they would feel if they were you.
2. Tell the students that you would like five or six volunteers that would be willing to share a personal problem, conflict or hurt with members of the class. It would be best to have them share their problem with your first to make sure that it doesn't involve someone else. This part of the lesson should be taken care of the last ten minutes of the class period prior to this lesson.
3. If the situations are acceptable, appoint these people as group leaders and assign four to five class members to each group leader.
4. Tell the students that the leader will share his situation with the group and each member must imagine that this is actually his or her own problem. They must write down how they feel and how they would try to solve the problem, conflict or hurt. The leader must do this as well.

5. When all of the members completes their assignment, they will share their feelings with the group.
6. As a follow-up assignment, instruct the students to write a paper about how they felt when they put themselves in someone else's place. They should also state if they felt that they understood the problem better when they looked at it through the eyes of the person who was having the problem.
7. Remind the students of an Indian saying, "You will never truly understand me until you have walked a mile in my moccasins." Tell them that if they can explain what the saying means they will earn ten extra bonus points.

OBSERVATION NOTES

This should be a lesson that is closely monitored by the counselor and classroom teacher.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND MY FRIENDS AND CLASSMATES
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: "I KNOW HOW YOU FEEL" WORKSHEET

"I KNOW HOW YOU FEEL"

INTRODUCTION: This lesson is basic instruction and practice in reflecting feelings. It is a basic communication skill that will get the students off to a good start in relating to others, being a good friend, and being able to work through more complex situations such as those that require conflict resolution skillls.

PROCEDURE:

1. Explain to the class the rationale for this lesson as outlined in the introduction.
2. Ask the students to group themselves in pairs.
3. Distribute the worksheet "I Know How You Feel".
4. Instruct the students to take turns role playing the situations on the worksheet. One partner chooses a situation and role plays for three minutes while the other listens and remains silent. After three minutes the listener feeds back the feeling expressed by the first person. Read through the feedback suggestion on the worksheet with the students before they begin. If the class has not previously role played, it may be helpful to demonstrate.
5. Switch roles and have the first role-player become the listener and vise versa.
6. When each person has role played three or four situations, ask the class to return to their seats and write two or three sentences describing what it felt like to have someone understand what they were feeling.
7. Ask for volunteers to share what they have written.

OBSERVATION NOTES

In pairing the students for this activity, pay attention to students' feelings so no one feels left out. Maybe a numbering system to remove the issue of "being chosen" would help. Intervene with pairs who have a hard time getting started.

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I KNOW HOW YOU FEEL

This is all about helping you identify feelings. With a partner, take turns role-playing the hypothetical situations from the below list. One partner has the problem and talks about it for three minutes while the other just listens. After each role-play, the partner who has been listening will give feedback on the feelings that he or she heard expressed. Some feedback phrases that you might use:

"I can tell you're hurt about that."
"I sense you're feeling really angry about this situation."
"Sounds like you're..."
"I sense that..."

After the role-plays, describe either in your journal or in a class discussion what it was like to have someone understand what you were feeling.

Hypothetical Situations:

1. You are blamed for something you did not do.
2. Dad has lost his job because he was drunk.
3. You are harassed in the hallway at school.
4. Students laugh at you when you give the wrong answer to a question.
5. It is your first day back to school after a month-long drug and alcohol rehabilitation program.
6. Your best friend asks the boy/girl you have a crush on to the Holiday Dance.
7. You walk into a classroom, sit down, and then realize you are in the wrong room.
8. Your mother forgets to call in your absentee excuse and you receive a truancy detention.
9. Your baby brother scribbles all over your term paper the night before you have to hand it in.
10. You do not receive your report card because you did not pay your fines.
11. Students have scribbled "You're a Fag" in indelible ink on your locker.

Area II- Category H- Competency 27

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND MY FRIENDS AND CLASSMATES
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-8
MATERIALS: HANDOUTS 1, 2

"THE GOLDEN RULE"

INTRODUCTION: A key to understanding others is to be able to put yourself in their place. A person must try to imagine how they would feel about certain things if they were the other person. You could help the students learn how to do this through practice. This is a lesson that can provide that practice.

PROCEDURE:

1. Explain the above rationale to the students.
2. Give the students a copy of the vignettes.
3. Read each one for the entire class.
4. Tell the students that they have thirty minutes to answer the questions at the end of each vignette.
5. Make sure you stress to the students when they write their answers they should remember "The Golden Rule"-"do unto others as you would have them do unto you."
6. After the thirty minutes, have the students break into five or six groups to discuss and share their answers and practice putting themselves into each situation so that they will get a realistic feeling of the situation.
7. Tell the students to select the vignette that they feel they had the best solutions to or the one that they felt strongest about and share it with the group.
8. If time allows this interchange can go on several times.

OBSERVATION NOTES

The counselor might want to point out that this lesson can help students to learn how to put themselves in other people's "shoes". It can also help them learn how to personally handle a similar situation.

M/JH-178A

THE GOLDEN RULE
HANDOUT #1-VIGNETTES

Sue and her best friend Carla are both competing to be one of the sixth grade cheerleaders and have been practicing together. Sue makes the team and Carla doesn't. Carla begins to treat Sue cruelly. If you were Sue, how would you feel and what would you do? What would you do if you were Carla?

1

John is new in school and he doesn't fully understand his schedule. He asks Sharon for help and she intentionally tells him the wrong place to go. This caused him to be late and to be embarrassed. How would you feel if you were John? How would you feel if you were Sharon?

2

There is a girl in your classroom who has a body odor problem. Some of the students have teased her and others say that they hate to get near her, although she is really very nice. This girl is not one of your close friends, but you do speak. What would you do? What are your feelings?

3

You know a girl who took some of the money made from the popcorn she was selling at the Halloween Hop. She stole the money to buy her mother a gift, and her mother discovers she has stolen the money to buy the gift. If you were her mother, how would you feel?

4

Brothers, Eric and Bobby, want to see different TV programs that come on at the same time, but there is only one television that is working. They are both determined to see their program. How would you feel if you were either Eric or Bobby?

5

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THE GOLDEN RULE
HANDOUT #2

Think about each of the situations described in the five vignettes. Each person in the vignettes needs a friend who cares and understands. That friend is you! Keeping this in mind, answer the questions at the end of each vignette in the appropriate box.

1

2

3

4

5

Area II- Category H- Competency 27

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND MY FRIENDS AND CLASSMATES.
TIME: 1 HOUR
GROUP SIZE: CLASS GRADE LEVEL: 4-6
MATERIALS: "WHAT ROLE DO I PLAY?", "WHAT ROLE DO YOU PLAY? SKIT"

"TRY A NEW ROLE"

INTRODUCTION: This exercise will give students a vocabulary for focusing on the roles they play within groups and may foster an openness to the idea of changing their roles within a group.

PROCEDURE:

1. Introduce the idea that every individual assumes many roles in different relationships and in different situations. Illustrate with a familiar example such as a father may also be a husband, an employee, a boss, depending on the situation. Point out that the person behaves and feels differently in each role.
2. Relate that concept to the idea that there are multiple roles within a given group and that the same individual may take on different roles at different times.
3. Write the following roles on the board and solicit definitions from the class.

   Leader (directs)
   Helper (helps out, assists)
   Rebel (acts out, disagrees)
   Follower (goes along with group, agreeable)
   Observer (watches, waits)
   Loner (does not participate)
   Clown (tension easer, funny)

4. Pass out the activity worksheet "What Role Do I Play?" and allow five minutes to fill out the sheet. (You may break the class into small groups if you feel the students are capable of processing this worksheet without constant counselor-facilitation) Process with such questions as:

   a) Did you tend to assume different roles in different situations, or stay the same?
   b) Did you like the roles you played, or would you like to change your role in different situations?

5. Place the above role labels on signs and instruct the students to stand by the sign that represents the role they would usually see themselves playing in the following situations.

   a) A group of your friends are planning an end-of-the year party.
   b) Your family is on a picnic.
   c) You are taking a summer school class and do not know anyone in the class.
   d) This is the first meeting of your soccer team. Last year your team was in first place.
   e) You and four or five of your classmates are working on a science project.

6. Pull kids from the roles they selected and role play the various situations. You may also interrupt the role-play and switch students from their "customary" roles. Process each role-play by asking what it felt like to be in each role.
7. If students have a hard time playing out the roles, you can give them the "What Role Do You Play? skit" and process the activity in the same way as the role play.
8. Lead the class in a discussion of what causes people to assume the roles they do in groups. Bring up such ideas as self-esteem, need for attention, varying strengths and weaknesses, whether their ideas and values are similar to or different from those in the group. Have a discussion about the difficulties in changing roles within a group. Allow the class to brainstorm. Include such ideas as people seem to expect certain behaviors from you, you may feel uncomfortable trying new roles, competition with other group members, and a need for new skills such as assertiveness.
9. Conclude with a statement affirming the right and capability of every individual to adopt new roles in relationships with others.

OBSERVATION NOTES

Students indicating an interest in changing the way they relate to others may need additional counseling support to help them cope with the difficulties to the process.

WHAT ROLE DO I PLAY?

Circle the word or words that best describe how you usually act in each situation.

1. Think of the last year you spent in school. What role did you play?

   Leader Follower Observer Helper
   Loner Clown Rebel

2. What role do you play at home?

   Leader Follower Observer Helper
   Loner Clown Rebel

3. What are you when you are with your friends?

   Leader Follower Observer Helper
   Loner Clown Rebel

4. What are you when you are at a meeting or in a club?

   Leader Follower Observer Helper
   Loner Clown Rebel

5. What are you when participating in sports?

   Leader Follower Observer Helper
   Loner Clown Rebel

6. What role do you play when you are in a completely new situation?

   Leader Follower Observer Helper
   Loner Clown Rebel

7. What are you when doing art projects?

   Leader Follower Observer Helper
   Loner Clown Rebel

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WHAT ROLE DO YOU PLAY? SKIT

Task: I would like the class to decide what you would like to do for the end-of-the-year party.

Leader: Well, I think that first we should brainstorm all the ideas and write them on the board. I'll do the writing. Who has an idea of what we could do? I guess I think we should go outside and play soccer.

Follower: Well, that sounds like a good idea to me. Soccer is fun. Let's have a soccer party.

Observer: (Just watches and is waiting to see what others are doing--is very attentive)

Loner: (Looks kind of bored and stays off by her/himself and is not very interested in the discussion.)

Rebel: Oh, soccer sounds dumb. I hate soccer. I think we should stay inside and play games and have cake and cookies and things like that.

Follower: Yeah, I think he's/she's right--soccer is dumb--I think we should stay inside and play games and have lots of food. That's a good idea.

Leader: Well, I will write those suggestions on the board. We only have two ideas. Let's hear from the rest of the class. I don't think we can decide until we have heard from everyone. I don't think we should say anyone's ideas are dumb--we need all the ideas we can get.

Follower: Yeah, you're right. We need more ideas. It's not right to say anyone's ideas are dumb. Let's think of more ideas.

Leader: What do you think, ____________? (He/she asks the observer)

Observer: (Just shrugs her/his shoulders.) I don't know. I guess I'll just wait until you decide.

Loner: Yeah, I'll just wait--(Looks bored and uninterested.)

Rebel: What do you mean, more ideas? We have plenty of ideas. In fact, I don't think we should have a party at all--let's just skip school that day instead. This is a silly discussion.

Follower: Yeah, that's a good idea. Let's not have a party--let's just skip school.

Observer: I don't know what we should do--I'll just keep waiting.

Loner: (Looks off to the side.) I'd rather just do something by myself, actually.

Leader: I think we should get back to writing ideas on the board. You have a right to your opinion but we need to continue planning the party. I think everyone should take out a piece of paper and write down three ideas you have for the class party. We'll collect them and then vote.

Follower: That's a good idea--let's write them down on paper.

Rebel: Forget it! I'd rather just do science and forget the whole thing.

Observer: (Just watches and shrugs shoulders.)

Loner: (Just looks off to the side and begins doing something on his/her own.)

Area II- Category H- Competency 27

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I UNDERSTAND MY FRIENDS AND CLASSMATES.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6
MATERIALS: NONE

"DID I HEAR WHAT YOU SAID?"

INTRODUCTION: Students will improve communication by practicing paraphrasing. These tasks will emphasize to the students how important it is to listen to what others are saying.

PROCEDURE:

1. Activity- Ask for five volunteers. Send four of them out in the hall to be called individually. Read the rumor clinic to the first person and tell them to repeat it to the next person who comes into the room. Do this until the last person repeats what he heard to the class. There can be no asking questions during the activity. The class will act as observers. Remind them that this is difficult and if they make mistakes, it is okay. Ask them what could have helped them repeat this rumor to the next person without as many mistakes? (Asking questions and clarifying what was said.) Rumor Clinic- I need to report an accident. As I was leaving the corner drug store, I saw a sports car speeding through the intersection of Elm and Third. A truck coming from the north, was attempting to turn right, and a van coming from the south, was turning left. There seemed to be quite a bit of damage to the car, and people need to get to the hospital.
2. Discussion- Paraphrasing is used to emphasize the need to listen to what another person says. Communication is a two-way street and at times difficult. Much of our communication is really talking at someone rather than with them. Paraphrasing helps us listen.

3. Activity- Ask for several statements from the class and demonstrate paraphrasing. Paraphrase both content and feeling. Do this several times until everyone understands that paraphrasing is simply restating the sentence and the feeling of that sentence. Allow students to say, "Yes, that is what I said" or "No, that is not what I meant." Explain that some helpful ways to begin paraphrasing might be:

   a) I hear you saying...
   b) What I think you said...
   c) It sounds like...

4. Activity- Divide the class into groups of three, two communicators and one monitor. The two communicators must pick a subject. The designated speaker initiates the conversation by making a statement. The listener must respond by first paraphrasing the speaker's statement to the satisfaction of the speaker. The observer determines if the listener paraphrased accurately. Then the listener makes a statement. The speaker must paraphrase first, and then make a statement. Continue on in the above manner for 15 minutes. Observer monitors the process. Then switch roles.
5. Discuss- This task emphasizes that we usually do not listen to what other people are saying. If we do, it is a difficult task. How do you feel doing this? Did you think you were listened to? Did you want to respond right away without paraphrasing? Did you think you were listened to? Would this be an easy way to communicate all the time? What did you learn?
6. Keep a journal in which you record the following:

   a) a statement made
   b) your paraphrase
   c) the reaction of the person

   Discuss these journals in a follow-up. Help the children understand that this simple technique really encourages communication.

OBSERVATION NOTES

This activity could be repeated at each grade level and should be followed up at the middle and high school level.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW EFFECTIVE WAYS OF COMMUNICATING FEELINGS AND THOUGHTS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"WHEN YOU DO THAT, I FEEL . . ."

INTRODUCTION: During early adolescence, students often feel out of control emotionally. This activity is designed to help them claim responsibility for their feelings and discover constructive ways to express them.

PROCEDURE:

1. Begin this activity by leading students in a discussion of the origins of feelings. Students often claim that someone else made them feel a certain way. Present the following example: A mother comes home from work very angry that the house is a mess and that dinner has not been started. She yells at her fourteen year old twin sons. "What a mess! You two haven't done anything that I asked you to. I'm exhausted and I come home to more work! The least you could have done was wash the dishes!" Tom, her one son, replies, "It's not my fault! I always have to do more work than Tim! Anyway I stayed after school for football practice." Tim, her other son, says, "Sorry, mom. I was talking on the phone and I forgot what time it was. I'll start the dishes now."
2. Encourage the class to talk about the difference between the two responses. What was Tom feeling? What was Tim feeling? Both boys heard their mother's anger, but they had different responses. Why? Mother did not make them feel a certain way. They chose a particular response. Invite students to share personal examples where they are aware that they chose a particular emotional response.
3. Explain that people do have emotional reactions to what others say and do and that there are appropriate ways to express these emotional reactions. Model one way by using the phrase,

"When you do that, I feel . . ." Select several students at random from the class and respond to their behavior with phrases like, "When you smile at me, Ann, I feel happy" or "When you whisper to your friends while I'm talking, Alice, I feel worried." Point out that you are not saying something about the other person but about your own feelings. You are not saying that they made you feel a certain way but that you have chosen a response to their behavior.

4. Invite the students to pair up and invent two situations in which they could model the phrase, "When you do that, I feel . . ." Each student should have an opportunity to be the speaker and the person doing the behavior.
5. Encourage the dyads to share their situations with the whole class. Every student should have the opportunity to use this phrase in front of the whole class. Practice is the key to this piece of learning.

OBSERVATION NOTES

Students who have difficulty with this activity may need more time to practice expressing their feelings in a small group setting.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW EFFECTIVE WAYS OF COMMUNICATING FEELINGS AND THOUGHTS.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: HANDOUT: "THE FOUR D'S"

"TURNING OFF THE HEAT"

INTRODUCTION: This lesson on the "Four D" system teaches students how to defuse the conflict situation with the other person in a way that leads to both understanding the conflict and finding solutions. One party takes leadership in finding peaceful solutions to the situation and models this behavior for the other person in conflict.

PROCEDURE:

1. Explain that one party in a conflict has to be the leader in order to peacefully resolve the situation and this leadership has to be demonstrated in thought and action. Someone has to "turn off the heat" so that things can be solved. Ask for real life situations and experiences that demonstrate this concept (older sibling taking an "adult", reasoning role in a conflict with another, etc.) Use the term "defuse" to describe this technique.
2. Explain that the defuse technique has several parts, among them:

   a) Using empathy
   b) Giving "I" messages
   c) Saying "No" to the conflict in various ways
   d) Giving a new idea or alternate possible solutions

3. Explain empathy as the ability to convey your understanding of somone else's feelings. Ask why it's important to be able to convey this knowledge. Suggest that it helps when a person feels understood and opens communications.

4. Explain that an "I" message is a way to tell how you feel about something in a way that is clear and personal. Demonstrate an "I" message and ask students to volunteer giving "I" messages. Ask why "I" messages may be more effective than "you" messages.
5. Give examples of how to say "no" in a conflict...how to remove yourself from the fight. Among them are:

   a) Change the subject
   b) Use humor..make a joke
   c) Ignore
   d) Return the challenge (put the person's argument back on them)
   e) Make an excuse

   Give some examples of each and elicit other samples from the class.
6. Suggest that the best single thing a person can do in a conflict is to suggest alternatives or compromises, instead of arguing. Explain that when a person uses empathy, gives an "I" message and suggest that a compromise be reached, it puts the burden on the other person to also become reasonable...failure to do so clearly shows which party wants to fight, which wants to solve.
7. Ask for problem situations from the students' own experiences as examples with which to try the techniques learned. Ask for volunteers to role play and suggest or elicit other possible solutions to each situation.

OBSERVATION NOTES

Students who are adept at problem solving could be used in small group sessions with those students who struggle with the concepts in this lesson.

THE FOUR "D'S"
CONFLICT STOPPERS

1. **Detect:** Learn to spot conflict.

2. **Detach:** Flash the mental stop sign, relax, change negative thought to positive, send positive message to self.

3. **Describe:** Use empathy, give "I" message, say "no" and give a new idea.

4. **Depart:** Leave the scene, go to a trusted adult

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY:	I KNOW EFFECTIVE WAYS OF COMMUNICATING FEELINGS AND THOUGHTS.		
TIME:	1 CLASS PERIOD		
GROUP SIZE:	CLASS	GRADE LEVEL:	6-8
MATERIALS:	NONE		

"I'LL TELL YOU HOW I FEEL"

INTRODUCTION: During early adolescence, students often feel out of control emotionally. This activity is designed to expand their awareness of the variety of emotions and to help them express their feelings in healthy ways.

PROCEDURE:

1. Begin this activity by selecting a student to be the class recorder. Ask students to name as many feelings as they can while the recorder writes them on the board. Make sure students generate at least twenty feeling words.
2. Explain to the students that they now must answer the following questions using only the words on the board for their answers. Read these questions to them while they write their answers individually at their desks:

    a) Which emotion do you feel most of the time?
    b) Which emotion is the hardest for you to express?
    c) Which emotion do you feel most often with your mother? your father? your best friend?
    d) Which emotion makes you the most uncomfortable?

3. Divide the students into pairs and ask them to decide arbitrarily who will be person A and who will be person B. Direct them to share the answers they have just written in the following manner: Person A says, "The emotion I feel most of the time is______ ." Person B listens

attentively and responds with an appropriate question or comment such as, "Tell me more about that" or "What makes you feel that way?" Then person B shares her answer to the first question with person A in the same manner. They continue through all their questions this way.

4. Gather the class together and lead a discussion with the students on what they discovered about expressing their own feelings. How did it feel to have someone listen to you? How could they tell if their partner was really listening? How did it feel to be the listener? Basically this large group discussion should be an extension of what the students did in their dyads, expressing feelings.
5. Direct the students' attention back to the board and ask them to identify which of the emotions listed are "negative" emotions. The recorder could circle those that they designate as undesirable emotions. Encourage the students to explore why these emotions are labeled "bad." The goal of this discussion should be to help the students realize that all feelings are human and valid, even if they make us uncomfortable.

OBSERVATION NOTES

Students who share many negative feelings in this activity may need individual attention in a counseling setting.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW EFFECTIVE WAYS OF COMMUNICATING FEELINGS AND THOUGHTS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 7-8
MATERIALS: HANDOUT - "AUCTION" REFERENCE: FERGUSON-FLORISSANT SCHOOL DISTRICT

"THE AUCTION"

INTRODUCTION: For some students it is very hard to communicate some of their feelings. This activity will provide an enjoyable way for students to project their values to others.

PROCEDURE:

1. Start the lesson by stating that we all have values. Sometimes we know what is important to us, but other times our values are hidden deep inside of us. Explain that today's lesson is two-fold. The first part of the lesson might make us aware of our values and let us communicate these to others. The second part of this lesson is to have "fun".
2. Review with the students how an auction works. Each of the 26 items to be auctioned off to the highest bidder. Each child has $2,000.00 which may be used to bid. Students may bid any amount they wish for any item, even the entire $2,000.00. The total amount of bids cannot exceed $2,000.00 per person.
3. Ask students to prepare a "budget", dividing the $2,000.00 amoung the various items. Suggest that the students use the "Amount you budgeted" column for this purpose. Students can write their final bids in the "Highest amount you bid" column.
4. Read the items. The students will call out their bids in auction style and keep count in the "Items you won" column. Bids may exceed the budgeted amount, but if it happens the students, of course, will not have enough money to bid on other items which they had initially planned to try to buy.
5. Through discussion, elicit the observation that while there is nothing wrong with quick decisions, every decision has consequences. There is nothing a human being can do which

does not, in one way or another limit or expand the ability to react to other life opportunities and situations. Choose one or two of the most popular items from the auction to discuss.

6. After the auction and discussion of how students decided where to spend their $2,000.00, individuals may rank the items in the order of the amount bid on them. For example, if my highest bid was $800.00 to make the world a fair place to live, then this would be first on my list. Then the values themselves are listed on the board with item numbers which each value represents. Each item is discussed in terms of the value it represents. If my highest bid was for being the president of the United States, I would then be able to assess power as an active value in my life.

Key:

1 & 26 - Physical well-being
2 - Religion
3 - Justice
4 & 11 - Altruism
5 & 12 - Recognition
6 - Achievement
7 & 14 - Pleasure
8 - Wisdom
9 & 15 - Autonomy
10 - Honesty
13 - Emotional well-being
16 & 20 - Economic
17 & 21 - Power
18 & 22 - Love
19 & 24 - Physical attractiveness
23 - Aesthetic
25 - Knowledge

Encourage each student to share the highest value and their list with the group. Ask them if they agree or disagree with this.

OBSERVATION NOTES

The leader should observe students that have gone over the budget amount on this project. These students may be making quick decisions without thinking of the outcome. These students may need individual sessions on decision-making skills.

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AUCTION

Items to be Auctioned	Amount you Budgeted	Highest Amount You Bid	Items You Won
1. To live to be 100 years old.			
2. To speak with that spiritual leader, either past or present, that you most admire.			
3. To make the world a fair place to live.			
4. To donate one million dollars to your favorite charity.			
5. To be chosen "The Outstanding person of the year" and praised in every newspaper.			
6. To be the best in whatever you do.			
7. A year with nothing to do but have a good time.			
8. To be the wisest person in the world for one year.			
9. To be able to do whatever you like.			
10. A vaccine to make all people incapable of lying.			
11. To help the poor and sick.			
12. To be a well-known person, like a hockey star, famous author, movie star, etc.			
13. To know all about myself and to know for sure who I am.			

14. A year's supply of the finest food in the world.			
15. The right to do as much or as little work as you want.			
16. To be the richest person in the world.			
17. To be the president of the United States.			
18. To love and be loved by someone very important to you.			
19. To have people think you are the most attractive person around.			
20. To have a room full of money.			
21. To control the lives of a million people.			
22. To live in a world where all people give and receive love.			
23. To have tickets allowing you to travel any place in the world for one year.			
24. To have your appearance changed to the way you would like to look.			
25. Your own computer to tell you anything you would like to know.			
26. To find a cure for the world's worst diseases.			

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO BE A GOOD FRIEND.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 6-8
MATERIALS: NONE

"BEING A GOOD FRIEND"

INTRODUCTION: Everyone wants to feel loved, important and valuable. The best way we can show our appreciation for our friends is by listening to them. Developing good listening skills will help the students understand what their friends are saying and feeling.

PROCEDURE:

1. Stimulate a discussion on verbal and nonverbal nonlistening skills. List these on the board. For example, the students may mention; looking at the person, keeping silent and keeping your hands and feet still.
2. Ask several students to role play some of these nonlistening skills. The leader can play the role of the nonlistener. After each role play situation ask the student:

   a) How were verbal and nonverbal nonlistening skills demonstrated?
   b) How did it feel to know someone was not listening to you?

3. Divide the students into pairs. Explain to the students that learning to be a good friend not only involves listening but also involves trusting them. Inform the students they will now be taking a "Trust Walk". This walk will involve one student guiding another student who is blindfolded. The guide is trying to win the other student's trust by leading them on a journey that is eventful but not dangerous. The blindfolded student will have to listen very closely to instructions. Half way through the exercise the students will switch roles.

4. Instruct the students to write down how they felt in both situations. The students can share this with the other student in their group.
5. As a large group develop a list of positive listening skills. After each skill list how this can enhance a friendship. Examples can be:

   a) Looking at the person
   b) Not interrupting
   c) I care about what you are saying
   d) I am totally listening to your problem
   e) I am not thinking about my own problems

OBSERVATION NOTES

Students that are still displaying poor listening skills may need one on one clarification in this area.

Area II- Category H- Competency 29

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO BE A GOOD FRIEND.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: OPTIONAL-CARD WITH EXAMPLES OF FRIENDS FIGHTING

"DO FRIENDS FIGHT?"

INTRODUCTION: All friendships at one time or another have some kind of conflict. Students need to realize that people are bound to have differences of opinions no matter how close their friendship is. Learning how to resolve conflict in a fair and easy manner can preserve many friendships.

PROCEDURE:

1. Lead a discussion on conflicts that occur with friends. Students can brainstorm ideas. Write these on the board. Examples:

   - Your friend is always late.
   - You lend a book to a friend and they lose it.

   Emphasize to the students that all friends disagree at one time or another. Most disagreements are short-lived and not very important to the overall friendship.
2. Inform the students that there are ways that they can handle an angry situation that will resolve the conflict more quickly. Explain that their goal is to handle the conflict in a fast manner that is agreeable to both sides. Introduce the four step process for problem solving.

   Step One- State the problem.
   Step Two- State all the possible ways to solve the problem.
   Step Three- State which possibilities are unacceptable.
   Step Four- State the solution that is agreeable to both sides.

3. Use the brainstorming ideas in procedure one to give examples of the four steps.
4. Divide the students into small groups. Assign examples of friends fighting. These examples could be written on index cards or taken off the board from step one. Ask each group to use the four step previously given to state one or more ways to resolve the conflict. Each group will have the opportunity to present their solution to the class. (Write the four steps on chalkboard for students to use, if needed.)

OBSERVATION NOTES

This lesson may be difficult for students who do not have strong language skills. An alternative process may be needed for those students.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO BE A GOOD FRIEND.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-8
MATERIALS: NONE

"A GOOD FRIEND IS . . ."

INTRODUCTION: Middle Level/Junior High students have a tremendous need to be accepted by peers. The concept of friendship becomes more complex and dilemmas arise when students are forced to act as a friend in situations that may conflict with their values. This activity helps students express their ideas and examine their values concerning friendship.

PROCEDURE:

1. Introduce the activity in following manner: "We all think we know what a friend is, but do we all agree when it comes to the value we place on our own friendships? Today, I will pose some questions involving friendship. First, who would like to define what being a friend means to them?" Elicit responses. Typical responses should mention companionship, sharing experiences, loyalty, and problem solving. Tell the group, "Often we think of our friends as those who best accept us as we are and who respect our ideas and opinions. Today, we will look at some situations and ask ourselves the following questions:

   a) What should the friend do/say?
   b) What should the friend not do/say?
   c) Be willing to support your opinions with reasons?

2. Read the following situations and elicit responses. Be sure to point out or clarify possible consequences of actions. Be sure to emphasize that often there are both positive and negative

consequences to each action. Point out that there are many acceptable ways of handling situations.

Situation 1: Your best friend is really unhappy about something, but doesn't want to talk about it, avoids it. What can you do as a friend to help?

Situation 2: Someone just told you something really negative about a close friend of yours. What should you do?

Situation 3: Your parents are really strict about your being home at a certain time. Your friend puts pressure on you to stay out later than you think your parents will accept. What can you say or do?
Situation 4: Your friend starts spending time with someone else and you feel hurt or left out. What can you say or do?
Situation 5: Your friend is hanging out with some kids who you feel just take advantage of your friend and don't really care about them.
Situation 6: You really need to study. Your grades are dropping and your mom is yelling at you more and more. Every night just when you start to get out the books, friends start calling on the phone.

3. Encourage students to provide similar situations from their own experiences. Elicit possible solutions and comments from other class members.

OBSERVATION NOTES

Pay particular attention to those students who seem at a loss to provide alternative action plans to these dilemmas. Often these students need small-group or individual help learning to cope with problems of friendship.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 2-30 MINUTE SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: WORKSHEET- TYPES OF CONFLICTS AND RESOLUTIONS AND WORKSHEET- HOW I HANDLE CONFLICT; DICTIONARIES

"CONFLICT RESOLUTION"

INTRODUCTION: Students will have their own ways of handling their conflicts. Their ways of handling conflicts may be recently learned behaviors or behaviors learned over a period of time. Some students may react in an aggressive manner, unable to take the time to analyze the conflict and select alternatives for resolving the conflict. Students will need help in developing a repertoire of options they can use as they become aware of alternate conflict resolutions. This lesson will give the students an opportunity to examine different types of conflicts and determine options for handling these conflicts.

PROCEDURE:

1. Session One: Assist students in looking up the following words in their dictionaries: conflict, resolution, aggressive, alternative and option. Discuss the terms.
2. Have the students tell about conflicts they have had at home or school. Discuss how they resolved those conflicts.
3. Students may state aggressive ways these conflicts have been handled in the past, such as fighting, arguing, cursing and name calling.
4. Ask the students if being aggressive helped solve the conflict. Indicate that conflict is not usually resolved by aggression and that other problems may arise such as families getting involved, police officers being called, juvenile court interventing, students being suspensed from school.

5. Discuss what alternatives or options other than fighting can be used for resolving conflicts.
6. Session Two: Distribute copies of the "Types of Conflicts and Resolutions" worksheet to the students. Read with the students each conflict and brainstorm conflict options that can be used to resolve it. The students should consider the following questions for the conflict situations:

   a) Who are the parties involved in the conflict?
   b) Can you describe the conflict?
   c) What are two or more options for resolving the conflict?

7. Distribute a copy of the worksheet "How I Handle Conflict" to each student. Help the students read each option and indicate how often they use it by placing a check mark in the appropriate column (all of the time; most of the time; some of the time; not very often; never).
8. If time is a problem the leader may wish to have the "How I Handle Conflict" completed at another time or as homework.

OBSERVATION NOTES

Students who appear to have difficulty finding alternatives for resolving conflicts may need individual or group guidance in this area.

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TYPES OF CONFLICTS AND RESOLUTIONS

A

Mary and Janet both like Robert. Beverly tells Janet that Mary has been talking about her to Robert. Janet spreads the words that she is going to get Mary after school.

B

John is cheating on the spelling test and his answers fall on the floor in front of his friend William's desk. The teacher walks by and picks up the paper and accuses William of cheating.

C

Lisa's mother makes her baby-sit whenever she is busy or has to run errands. Lisa has been kept home from school in order to watch her two little brothers. Her teacher has been on her back and Lisa is unhappy about missing her playtime in the evening.

D

James brought a friend home from school who is of another race. His brother, Ray, makes the comment: "Don't you have any friends of your own kind?"

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HOW I HANDLE CONFLICT

Directions: After each of the following options, indicate how often you use it by placing a check mark in the appropriate column.

When I am in a conflict, I:	All of the time	Most of the time	Some of the time	Not very often	Never
1. Threaten the other person	____	____	____	____	____
2. Give in or give up	____	____	____	____	____
3. Reach a compromise	____	____	____	____	____
4. Apologize	____	____	____	____	____
5. Fight it out physically	____	____	____	____	____
6. Pretend to agree	____	____	____	____	____
7. Get help from someone else	____	____	____	____	____
8. Avoid the person	____	____	____	____	____
9. Change the subject	____	____	____	____	____
10. Let someone solve it for me	____	____	____	____	____
11. Endure and hope it will get better	____	____	____	____	____
12. Try to forget, ignore, or hide it	____	____	____	____	____
13. Whine or complain until I get my way	____	____	____	____	____
14. Try to understand the other person's point of view	____	____	____	____	____
15. Admit I am wrong	____	____	____	____	____

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-8
MATERIALS: NONE

"SEXUAL STEREOTYPES"

INTRODUCTION: Middle school students need to be aware of how their perceptions of male and female roles affect how they behave with others. This activity is designed to help students re-examine their thinking about gender roles and stereotypes.

PROCEDURE:

1. Introduce the activity by inviting the students to make up a list of ten adjectives that they would use to describe themselves. Emphasize that these adjectives would describe their personality and behavior rather than their physical attributes. In other words, they could say they were stubborn or charming, but not brown-eyed or thin. This list will not be shared yet.
2. Direct the students to make a collective list on the board of all the adjectives they would use to describe females. The typical list might include words like "sweet", "sensitive", "weak", "emotional" and "creative."
3. Leave this list on the board and invite the class to make another list of all the adjectives they would use to describe males. Duplication from the first list is allowed. Stereotypic words on this list might include "strong", "rational", "domineering" and "athletic."
4. Suggest that the students now make a third list of words that they would use to describe a healthy human being regardless of gender. Again duplication is permissible and probably necessary.
5. Lead the class in a discussion in which they look at the three lists and evaluate the similarities and differences. Call their attention to which gender provided most of the adjectives for the

third list. Most often it is the list of male attributes. Ask students to talk about the implications of this in terms of sexual stereotypes for women.

6. Invite the students to examine their personal list of adjectives now and compare it to all three lists. How many words on their list would they put in the male list? the female list? or the healthy human being list? Encourage the students to re-examine their concept of what being male or female and suggest that the truly healthy person is a combination of the best attributes of both genders.

OBSERVATION NOTES

Students who have difficulty with this activity because of rigid thinking about male and female roles may need special attention in individual counseling sessions.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOYS AND GIRLS.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-8
MATERIALS: HANDOUT: "THE FOUR D'S"

"IT TAKES TWO"

INTRODUCTION: This is the second activity using the "Four D" concept. "Trouble Ahead" is the introductory activity and should precede this lesson. You may wish to review the "Four D" concept prior to the lesson.

PROCEDURE:

1. Review the previous lesson, "Trouble Ahead" and re[illegible] students that the basic concept in lesson one was detecting sources of conflict and heading off problems before they arise.
2. Suggest that some conflicts cannot be avoided, they just happen, even between the best of friends, but emphasize that it takes two people to have a conflict...there are no conflicts unless both parties "agree" to disagree. Instruct the class that this activity will help them to detach themselves from a conflict.
3. Elicit from students why it is easy for some people to be dragged into a conflict. Ask for examples. Suggest some reasons:

    a) Wanting to be the "winner"
    b) Anger controlling reasoning
    c) "Getting even" for past losses
    d) A desire to control others and get power
    e) A way of seeking attention

    Emphasize that people fight only if they expect to gain from it in the end.

4. Explain that there are ways to detach from a fight. Step one is to get control of emotions. This can be done by getting physical distance from the person in conflict with you, then practicing rhymic breathing to gain control of feelings of anger. Step two is to reverse negative thoughts to positive ones. (Example: Change negative comments about the person into a more positive approach). Step three is to practice positive self messages ("I'm not going to get angry over this. . .I can use my head to solve this problem.)
5. Encourage students to provide examples of conflicts with which to practice these techniques. Role play a situation where the person uses the DETACH techniques. Ask students to provide alternate methods of detaching from the conflict.
6. Suggest that the next lesson will teach students how to describe the conflict in a way that will enable both parties to gain something with neither party losing.

OBSERVATION NOTES

Students often find this part of the FOUR D system difficult. They often feel that to depart from a conflict is the same as backing down, giving up. Be sure to emphasize that the purpose is to gain control of yourself, enabling you to use your head not your feelings to solve the problem. Students who find this part difficult are encouraged to explore their feelings in individual counseling.

CONFLICT STOPPERS

1. **Detect:** Learn to spot conflict.

2. **Detach:** Flash the mental stop sign, relax, change negative thought to positive, positive message to self.

3. **Describe:** Use empathy, give "I" message, say "no" and give a new idea.

4. **Depart:** Leave the scene, go to a trusted adult

CONFLICT STOPPERS WITH OTHERS

1. **Detect:** Spot confict.

2. **Detach:** Stay relaxed. Positive message to self.

3. **Diffuse:** Use empathy. Give "I" message and new idea.

4. **Depart:** Get adult help.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: HANDOUT: "THE FOUR D'S"

"TROUBLE AHEAD. . .USING THE FOUR D'S"

INTRODUCTION: Students need a framework for understanding how to deal with conflicts. The "Four D" system provides a readily understood guide to conflict management. This lesson deals with the first "D"-"Detect."

PROCEDURE:

1. Place a copy of the "Four D" handout on each student's desk or wirte the "Four D" system information on the chalkboard.
2. Ask students to think about conflicts. Ask for a definition of a conflict and elicit examples. Provide a framework for definition using the idea of a conflict as a problem arising between two or more people. Suggest that adults, children, even nations have conflicts.
3. Elicit responses from students on techniques they have used to solve conflicts. Suggest that there are a variety of ways possible. . .ignoring, talking, fighting, getting help. Use examples from students and place on the board.
4. Suggest that many conflicts can be managed by avoiding them to begin with. Suggest that students can learn how to DETECT a potential conflict situation before it becomes serious. Ask students for examples of typical situations that might lead to conflicts (sharing problems, dealing with a negative person, continuing problems with a person over an unresolved situation). Suggest that everyone can become a "Conflict Detective" by watching others.
5. Ask students to give examples of things they can see in others that warn of a conflict. (rising voice volume, aggressive body language, threats, needling, teasing, etc.). Elicit from students their own personal ways they warn of a conflict.

6. Suggest that many situations can be avoided by thinking ahead. Give the following example. Sharon's friend Joyce always wants to borrow her clothes but has a problem giving them back. Joyce sometimes doesn't give the clothes back in the same condition she got them. How can Sharon avoid this source of conflict in the future? (Just do not share anything with Joyce that she really wants to keep safe or in good shape). Explain that students can DETECT future sources of conflict and avoid them.

OBSERVATION NOTES

Students who can't seem to grasp the concept of DETECT in the "Four D" system could benefit from individual or small group help.

THE FOUR "D'S"
CONFLICT STOPPERS

1. **Detect:** Learn to spot conflict.

2. **Detach:** Flash the mental stop sign, relax, change negative thought to positive, send positive message to self.

3. **Describe:** Use empathy, give "I" message, say "no" and give a new idea.

4. **Depart:** Leave the scene, go to a trusted adult

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: BUTCHER PAPER

"DOES IT MAKE A DIFFERENCE?"

INTRODUCTION: Adolescents are often consumed by their interest in the opposite sex and also bewildered by their ignorance of how the other gender thinks or feels. This activity is designed to help students see similarities in the needs of others despite their difference.

PROCEDURE:

1. Introduce this activity by asking the class if they think that males and females of their age have different needs. In all likelihood they will respond in the affirmative. Elicit some examples from the class about what these differences might be.
2. Divide the class into two groups based upon gender. Instruct each group to make a list of what their gender wants in a friendship and a list of what they think the other gender wants. These lists should be made on two separate sheets of butcher paper so that they can be taped to the board for the whole class to view.
3. Gather the class together and arbitrarily decide which gender will be discussed first. If males are to be discussed first, ask the female group to tape their list of what they think males want in a friendship up on the board and present it to the class. Then the male group will respond by putting their list up on the board and explaining what they do want in a friendship. At this point, it would be helpful to talk about any erroneous expectations that one group had about the other. Explore these misconceptions and where they came from.
4. Repeat the same process with the other gender group.
5. Encourage the class as a whole to make a list of what anyone their age, regardless of gender, would want in a friendship. Suggest that the students look at the items that both gender lists

have in common as a springboard for this universal list. Lead the discussion so that students realize that all people have needs for recognition, belonging, affection and security regardless of gender. It may be that it is necessary to explain that even though these needs are similar, people have different ways of manifesting their needs. For example, boys may push someone if they want attention and girls may cry!

OBSERVATION NOTES

If some students demonstrate rigid, stereotypical thinking and have difficulty opening up to new ideas, it may be necessary to work with them more extensively in a small group setting.

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AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH BOTH BOYS AND GIRLS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 7-8
MATERIALS: HANDOUTS FOR EACH STUDENT - "ACTIVE PROFILE" AND "WHY I LIKE BEING ME"

"MALE/FEMALE ROLES?"

INTRODUCTION: Recognition of our own sex roles will give us a healthy self concept and promote our individual growth.

PROCEDURE:

1. Hand out the worksheet titled "Activity Profile." Instruct the students to read the instructions carefully.
2. Lead a discussion about the worksheet. Encourage students to state why they feel males enjoy certain activities over females and vise versa.
3. Ask how many students know the definition of stereotyping. Write the definition on the board.
4. Stimulate a discussion on how stereotyping affected the answers the students put down on their worksheets.
5. Divide the students into small groups (3-4 to a group). Encourage the group to choose a group leader.
6. Inform the group leader to distribute the handout titled "Why I Like Me" to each individual in the group. The group leader can lead a discussion in each of the topics. The counselor will need to move from group to group to encourage discussion.
7. Inform the group leader that their group will need to have a statement in answer to the question "How does stereotyping affect us as individuals?" Each group leader will then present the groups statement to the entire class.

OBSERVATION NOTES

Students who seem confused about sex roles and stereotyping may need more clarification in individual sessions.

ACTIVITY PROFILE

Put the letter M (male) or F (female) next to the activity that is participated in most often. Place a M/F next to the activity that is done by both sexes.

_____vacuums a rug
_____plays football
_____sews
_____changes a diaper
_____digs a ditch
_____fixes a car
_____fights a bull
_____babysit
_____runs for president
_____participates in sports
_____bakes a pie
_____has a baby
_____prescribes medicine
_____mops a floor
_____purchases a car
_____sings in a band
_____designs buildings
_____types a letter

WHY I LIKE BEING ME

"Things I like about being a boy/girl. . ."

"As a boy/girl I'm expected to. . ."

"If I were a boy/girl instead of a girl/boy. . ."

"As a boy/girl I'm expected never to. . ."

"I'm looking forward to becoming an adult because. . ."

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING SELF AND OTHERS

COMPETENCY: I RESPECT OTHER PEOPLE EVEN THOUGH THEY MAY BE DIFFERENT.
TIME: 30-40 MINUTES
GROUP SIZE: INDIVIDUAL, SMALL GROUP, OR CLASS GRADE LEVEL: 7-8
MATERIALS: COUNSELOR FAMILIARITY WITH THE MODEL PROVIDED ON THE ATTACHED RESOURCE PAGE: "EIGHT STEPS OF REALITY THERAPY".
REFERENCE - REALITY THERAPY; DR. WILLIAM GLASSER

"STEPS TO SELF-CONTROL"

INTRODUCTION: This activity, using the steps in Reality Therapy, can be used when a problem has been identified in an individual student or in a class. It can be used to facilitate a group or individual to change an undesirable behavior or it can be used simply to teach students an effective process for changing a behavior which they have identified as undesirable or socially ineffective. The counselor, in an individual or group setting, is the leader who teaches framework and who in a task-oriented fashion takes the students through each step. Minimally an initial and follow-up session would be required; follow-up sessions for additional practice and learning would be useful for reinforcement.

PROCEDURE:

1. Start session with an activity generally accepted as appropriate for beginning an individual or group session (small talk, self-introduction of group members, elicit brief comments from students on what they are learning in this class).
2. State clearly the purpose of this session: To look at some of the things which we do which are socially ineffective and learn a plan that we can use for the rest of our lives to change behaviors which we do not like.
3. Discuss the fact that every person has to deal with changing behaviors which they find to be problems (e.g. smoking, drinking, being unfriendly, being too shy, daydreaming, not paying attention when we should be listening, acting out in class and procrastinating).
4. Identify an ineffective behavior which needs attention or which has drawn attention to itself.

5. Proceed through the first five steps on the attached resource pages using, as appropriate, the example questions and statements under each step. Encourage discussion so that students can express their own views and learn to be tolerant of the views of others. It is important that the movement from step to step is clearly stated since the goal for this activity is for students to learn a process which can be used whenever behavior change is desired.
6. A time for a follow-up session should be determined before this session ends. The follow-up session will deal with the reinforcement, no excuse, and natural consequences steps and review of the eight-step model.

OBSERVATION NOTES

Often the students who could most benefit from learning a behavior change model are the most resistive to dealing with such a concept. The counselor should distinguish between lack of interest in this activity shown by the student who does not need such a plan, the student whose learning style is not consistent with such a plan (possibly the left brained student) and the student who needs it but lacks the self-discipline needed to implement such a plan. The latter student might be identified for possible additional counseling.

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EIGHT STEPS OF REALITY THERAPY
(Example questions and statements)

(Note: example questions in <brackets> are appropriate lines when teaching this model to individual students.)

1) Involvement (Make friends)

I care (that's why I'm here).
I accept you, but not your behavior.

<I accept myself, but I'm not happy with what I'm doing.>

2) Elicit Present Behavior (Establish what is being done)

What were you doing?
What are you doing?

<What am I doing that's causing me these problems?>

3) Value Judgement (Is it helping?)

But what did you do?
Is this what you agreed to do?
Is what you were doing "responsible behavior?"
Is what you were doing helping you? Helping others? Helping me?
How would you like to be treated?
Is this what you want to be?
Is this the kind of life you want to live?
Is it a school rule? Is it right to break a school rule?

<Why am I doing this?
Am I happy that I am doing it?>

4) Plan (Make a plan to do better)

What can you do to remain in class?
What can you do about your behavior?
How could you behave so this (action) could be avoided if the same or similar situation comes up again?

<What can I do to change for the better?
What can I do to improve myself?
I'm going to begin by...>

5) Commitment (Get a commitment)

How long can you do this?
I want you to do this for me.
Can you do it for... (period of time?)
I know you can do it.

<I can do this for... (period of time)>

6) Reinforcement (Celebrate success)

I'm glad you were able to behave without being asked to.
I am glad you kept your commitment.
I appreciate your taking care of things without my having to remind you.

<I did it! I'm proud of myself!>

7) No Excuse (Don't accept excuses)

Who is responsible for your behavior?
When do you think you can do this?
We need to make a better plan.

<I did do it: it's my fault.
I will do it (now, today, tomorrow, this week)
I need some help so that I can do it.>

8) Natural Consequences (Don't punish but don't interfere with natural consequences. Never give up.)

Let's try again.

<I'll try again. I can't give up.>

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I RESPECT OTHER PEOPLE EVEN THOUGH THEY MAY BE DIFFERENT.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: "TOLERANCE SURVEY" REFERENCE: HAZELWOOD SCHOOL DISTRICT

"HOW TOLERANT ARE YOU?"

INTRODUCTION: This is a lesson that can help students judge their levels of intolerance in various situations, identify their areas of concern and share methods for self improvement.

PROCEDURE:

1. Discuss the need to develop tolerance as a necessary socialization skill. This includes understanding, respecting and getting along with others.
2. Have students complete the tolerance survey.
3. Let the students score the survey in class by using a transparency and an overhead projector to show the scoring key.
4. Divide the class into groups according to their scores. (Try to make sure that you have representatives from each level of scoring. Example: 70-100; 30-69; 6-29; etc.)
5. Ask each member to pick an area where they showed a high degree of intolerance and develop a method or methods of overcoming that intolerance.
6. Tell the students to share their methods of resolving their intolerance with each other.
7. Ask one member of the group to be a recorder and share all methods developed by their group with the class.
8. Tell the students to try for one week to actually implement suggested methods in areas where they scored poorly.
9. Give the survey again in one week and compare scores to see if there has been improvement in levels of intolerance.

OBSERVATION NOTES

The leader may want to screen those students who scored in the 70-100% range (mainly those scoring 100%) or those who scored in the 0-5% range. These scores may not be legitimate scores. Students may be clowning around or assuming the "halo" effect.

TOLERANCE SURVEY

Are you able to endure situations that would make many people "go off"? Can you tolerate other's beliefs, customs, or practices that are different from your own? Are you always walking around with a chip on your shoulder waiting for someone to knock it off? Webster defines tolerance as "the relative capacity to endure or adapt physiologically to an unfavorable environmental factor." Take this survey and find out just how tolerant you are. Answer all the questions truthfully; the results may surprise you. What we really want to know is what you think you would do, not what you think you are supposed to do. Choose the one answer that most closely describes your feelings.

1. Three students were running down the hallway. You were not one of them. A teacher comes out of her room and accuses you of running. You:

    a) Shout at her and tell her it wasn't you because you're tired of teachers always accusing you of something you haven't done.
    b) Try to protest but figure what's the use; teachers always think they are right. So, you just say you're sorry even though you didn't do anything because it's a no win situation.
    c) Feel offended and angry but know you can't say anything because she will send you to the office. (You do give her a look though that leaves no doubt in her mind about how you feel.)
    d) Are very polite and try to explain that it was the three boys in front of you. After all, as fast as they were going, it would be easy for anyone to make a mistake.

2. A new student who dresses differently because of her religion enters your first hour class. You:

    a) Smile and ask her to sit next to you. You can imagine what it feels like to be new and not know anyone.
    b) Look the other way when she enters the room. You certainly wouldn't want any of your friends to think you would know someone like that.

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c) Start laughing loudly and point out to all of your classmates how weird she looks.

3. There is a student in your gym class that is overweight. No one wants him on their team. You are the new team captain and must select your team members. You:

a) Keep avoiding him and hope the other team captain will pick him.
b) Select him right away. You have always felt sorry for him because no one likes him. All he needs are friends and encouragement to lose weight.
c) Announce out loud that you don't want him on your team. Everyone knows he can't play. So why should your team lose because he is too fat and lazy to contribute to anything?

4. In your third hour class Ms. Johnson had allowed Tim to sleep all hour. The next day you lay your head on the desk for one minute, and she hollers at you for sleeping in class. You:

a) Holler back at her because you're sick of her treating you differently. She is always making differences in class.
b) Sit up and roll your eyes at her when she turns her back. You decide she is prejudiced against you, and you are going to watch for different treatment from now on.
c) Say you are sorry and it won't happen again. You are sure she must have had a good reason for letting Tim sleep yesterday. (He could have been sick, and no one was at home to pick him up from school.)

5. Your "group" had decided to turn against one of your friends. The friend has done nothing to you. You:

a) Go along with the group because you don't want them to turn against you, too.
b) Make a point of letting the others know you think it's a great idea.
c) Tell the group that you think it's wrong to turn against a person. If the friend has done something wrong, we should all go to the counselor's office to work it out.

6. When kids make fun of a handicapped person. You:

   a) Crack up laughing because it's so funny that you just can't help but laugh.
   b) Join in immediately and say something funny about the kid, too. If they don't want anything said about them, they should stick with their own kind.
   c) Tell them to "lay-off"; they wouldn't want anyone to do that to them.

7. A really good friend you have always trusted told something you asked her never to repeat. You:

   a) Tell everyone you know she can't be trusted and is a poor excuse for a friend. You value trust more than any other quality in a friend.
   b) Avoid her from that point on and decide to end your friendship because she hurt you too deeply.
   c) Forgive her because anyone can "mess-up". You've made mistakes, too. She has always been a good friend. Talk it over and ask her to make sure it never happens again.

8. Your school bus passed a group of ethnically different kids. Someone on the bus throws a rock at them and calls them a name. Many of the kids laughed. You:

   a) Tell the person who threw the rock that that was a stupid thing to do.
   b) Ask for a rock so you can throw it at them, too. You can't stand those kids.
   c) Don't think it's right but won't say anything because you don't want all of the kids to be angry with you.

9. When selecting your friends, you:

   a) Always look for people who are just like you.
   b) Could care less what a person looks like but how they think and act are what's most important.
   c) Wait to see who wants you as a friend.

10. When it comes to changes, you:

    a) Look forward to new and interesting things.
    b) Avoid it at all cost. It's best to leave things the way they are.
    c) Go along with whatever the majority of people want to do.

SCORING

Give yourself points as follows:

1.	a-0	b-5	c-5	d-10
2.	a-10	b-5	c-0	
3.	a-5	b-10	c-0	
4.	a-0	b-5	c-10	
5.	a-5	b-0	c-10	
6.	a-5	b-0	c-10	
7.	a-0	b-5	c-10	
8.	a-10	b-0	c-5	
9.	a-0	b-10	c-5	
10.	a-10	b-0	c-5	

WHAT YOUR SCORE MEANS

70-100 You are a truly tolerant person. You care how others feel and you are open to new and different ideas. You are able to put up with a lot of things and still keep a cool head. You can be very proud of yourself.

30-69 You are hesitant to make controversial or unpopular decisions. You are tolerant only when the majority of your friends are tolerant. You usually like to go along with the crowd. You are afraid of making a decision and sticking to it. Start thinking for yourself. If you feel it's the right thing to do, stand up for what you believe.

6-29 You feel like everybody's picking on you. You are angry about a lot of things. You don't like people or things that are different. You like to make fun of others. Try to put yourself in someone else's place and understand how they feel. Learn to give people the benefit of the doubt.

0-5 Oh come on now! No one is that intolerant. You did not take this survey seriously. If you think you took it seriously, make an appointment to see me immediately.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I RESPECT OTHER PEOPLE EVEN THOUGH THEY MAY BE DIFFERENT.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 6-9
MATERIALS: WORKSHEETS-"STORY IDEAS" AND "DREAMS" REFERENCE: DREAMS, JONATHON DANES, MURCH ELEMENTARY SCHOOL

"BIGOTRY AND ME"

INTRODUCTION: Students need to learn why bigotry, discrimination and intolerance exist. By learning to feel good about themselves they might understand these problems and cope with them.

PROCEDURE:

1. Define prejudice, bigot, discriminate, and intolerance and write the definitions on the board. Bigot: One devoted to his own church, party or belief. Discriminate: To make a difference in treatment on a basis other than individual merit. Intolerance: Unable or unwilling to endure. Prejudice: Injury or damage resulting from some judgement or action of another in disregard for one's rights.
2. Lead a discussion around these words and ask the following questions:

   a) Is there an appropriate time to discriminate?
   b) What kind of person is a bigot?
   c) Why are people predjudiced?
   d) When people are intolerant of others how does that make them look?

3. Persuade the students to discuss how low self-esteem plays a role. Explain that if you don't feel good about yourself you might feel the need to put others down.
4. The leader will cut "Story Ideas" into strips. Make sure there is one strip for each student. Students will draw a strip without seeing what it is. Ask the students to write a short story on

their situation. The students will have to state how the person feels in the story and what they did to make a negative situation positive.

5. Encourage each student to share their story with the class.
6. Close the session by stating that it is up to them to decide to accept people as they are. That doesn't mean that you have to like everyone or that everyone has to be your friend. It just means that you respect other peoples rights to different beliefs, views and to look and act differently. It is also important to understand that people have no control over their sex, race, where they were born or their mental and physical disabilities.
7. Read the poem, "Dreams".

OBSERVATION NOTES

The leader needs to be aware of students who respond in a negative way to this lesson. These students may need individual clarifications.

STORY IDEAS

1. You are an African American or American Indian and you are looking for a job. No one wants to hire you.

2. You are Jewish and some students at school are teasing you because of this.

3. Your family has just moved to the United States from Southeast Asia. The boy next door tells you that you do not belong here and orders you to go home.

4. None of the children want to play with you because they say you talk funny, you have a stuttering problem.

5. Your friends do not call you anymore because you have been kept in the same grade for another year.

DREAMS

I dream of a world at peace,
And everyone has food to eat.
The Russians respect the rights of others.
And everyone treats everyone as brothers.
All the nuclear bombs are disarmed,
And people walk arm in arm.
In every country from shore to shore,
There are jobs and housing for the poor.
People arise every morning,
And ask their neighbors how they are doing.
People may worship as they please,
And visit other countries with ease.
Racism is no longer to be found,
And Martin Luther King, Jr. is so very proud.
People treat each other with esteem,
This, and more, I dream

Area II- Category H- Competency 32

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I CAN TALK TO SOMEONE WHEN I NEED TO.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-9
MATERIALS: NONE REFERENCE: QUEST

"HOW TO MAKE REAL FRIENDS"

INTRODUCTION: Students will look at ways to build new friendships and expand their circle of friends beyond the comfortable secure clique to which many young adolescents cling.

PROCEDURE:

1. Begin the session by writing the following quotation on the chalkboard and discussing what the quote means to them:

   "People are lonely because they build walls instead of bridges."

2. Ask the class a few of the following questions:

   a) When is the last time you made a new friend?
   b) How did you meet them and who took the first step to get to know each other?
   c) Why did you become friends?

   Spend time talking about what happens when people form a new friendship and ask students to share their experiences in meeting a new friend.

3. Next, discuss the following questions:

   a) Have you had times when you were afraid to make new friends?
   b) What do you think stops us from opening up to someone new?

c) Is it important to be open to new friendships? Why?

Again, spend time talking about why it is exciting or beneficial to meet new people. Also, discuss why it is difficult to meet new people at times. Some examples of the reasons why it's difficult include fear of rejection, fear of the unknown and of others based on prejudice.

4. Discuss what a "Clique" is. One definition might be: "A clique is a group of friends that stick together and can sometimes exclude others." Ask students to make a list on the chalkboard or on paper identifying some of the characteristics of a clique and a gang. Some examples of a clique include: group of people who have certain qualities in common, only certain people can belong to it, you have to be the "right" kind of person to get in. Some examples of a group include: a kind of clique where members may be involved in some form of antisocial or destructive behavior. Discuss the pros and cons of being a member of a clique or a gang.
5. End the discussion with the following question:

a) How does a new person get into a clique or gang?

Some answers might include that new members may have to dress, talk or act a certain way before being included. Emphasize that when you exclude people from being a member of a clique or gang you tend to create hurt feelings in others and narrow the chances for making new friends.

6. Choose five student volunteers to role play a situation about new kids who have moved to town. Three students will be the "old" kids and two students will be the "new" kids. The setting might be the bus stop, school cafeteria, neighborhood park or shopping mall. They meet and size each other up and ask a few questions such as, "Aren't you new around here? I never saw you before. Where do you come from? What school did you go to?" At this point the role playing situation may be stopped to discuss in what ways the "old" kids might exclude the "new" kids. Then discuss ways the "old" kids might include the "new" kids. For example, they might ask them to sit with them on the bus, eat lunch, hang out with them at the mall or just to meet in school.
7. At the end of the role playing situation, make a list on the board of the following questions:

a) How do you overcome shyness?
b) How do you join a group you want to belong to?

c) How do you make the first move in meeting someone?

8. As a follow-up activity, ask students to observe cliques during a school day and note the characteristics and behaviors of the clique members.

OBSERVATION NOTES

Sometimes members of cliques or gangs feel pressured to do things that may be wrong or things they wouldn't want to do. Any students who feel uncomfortable with being in a clique or group may ask for some additional counseling. Also, students who appear to be shy and afraid of not fitting in may need individual counseling to work on ways to meet new friends.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY:	I CAN TALK TO SOMEONE WHEN I NEED TO.
TIME:	30 MINUTES
GROUP SIZE:	CLASS GRADE LEVEL: 6-9
MATERIALS:	WORKSHEET-"FORMULA FOR FUTURE FRIENDSHIPS"

"CAN WE TALK?"

INTRODUCTION: Students often feel many barrriers in their relationships. Students can learn to be responsible for their feelings and realize how their feelings affect their behavior.

PROCEDURE:

1. Ask students to describe a time when they really needed to talk to someone about a problem situation but did not do it. Include in the conversation who they wanted to talk with and why it was difficult to speak with the person. Emphasize to the students that they do not need to reveal personal facts.
2. Inform the students that they might feel better about talking to someone about their problems if they have an effective process to start the conversation. Pass the handout "Formula For Future Friendships" to each student. Explain that by using this formula in discussing a situation they will be dealing with it in a direct and honest way. By using an "I feel" statement the student can express their feelings in a positive manner.
3. Ask each student to write a response by using this formula.
4. Divide the class into groups of four. Direct each group to look at the following situations and record a positive "I feel" statement for each and a negative response to the situation.

   a) Your mother bought you a new pair of jeans without your looking at them first.
   b) Your sister helped you with a special science project.

5. Bring the group back together to discuss the different responses. Encourage the students to discuss the following questions:

   a) How can the "I feel" statements help your relationships with friends and family?
   b) Do yo feel you will use the "I feel" statements when you are angry? Why will that help the situation?

OBSERVATION NOTES

Students who approach the leader wishing to talk privately should be accommodated.

FORMULA FOR FUTURE FRIENDSHIPS

When you . . . (Describe other person's behavior)

I feel . . . (Express feelings)

Because . . . (State why you feel like you do but do not blame the other person)

Area II- Category H- Competency 32

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I CAN TALK TO SOMEONE WHEN I NEED TO.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"NEEDING TO TALK"

INTRODUCTION: Adolescents need to acquire skills in communicating with others about their needs. This activity will give students an opportunity to practice communicating about important personal matters.

PROCEDURE:

1. Lead the class in a discussion of particular times in their lives when they wished they had talked with someone about a problem. This discussion can start with simple situations, such as the loss of the house key, and build to more emotionally intense situations, such as the death of a family member.
2. Pair the students up, being careful not to put two very nonverbal students together.
3. Explain that they will now have an opportunity to practice asking for someone's attention so they can talk about an issue that is important to them. Point out that they do not necessarily have to discuss a problem, but that they should be talking about themselves and something that is important to them.
4. Assign one student in every pair the letter A and the other student the letter B. Student A begins talking and student B listens. A talks for two to three minutes and then B tells A what she has heard. A then has an opportunity to correct B or add any additional information.
5. Reverse the roles, letting B talk and A listen for two to three minutes. Repeat the processing to make sure that the listener has heard correctly.

6. Bring the class back together and lead a discussion with them about the dialogue they have just had. Ask them how it felt to ask someone to listen, how it felt to talk about something important and how it felt to have someone really listen.
7. Request that two students demonstrate in front of the whole class some of the difficulties that one might encounter asking someone to listen. For example, they could role play asking a parent to listen when she is leaving for work. The class may generate alternative methods of asking and have the students demonstrate these. Repeat this role playing with as many students as possible.

OBSERVATION NOTES

Nonverbal students may need a language referral.

Area II- Category H- Competency 28

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW EFFECTIVE WAYS OF COMMUNICATING FEELINGS AND THOUGHTS.
TIME: 40 MINUTES
GROUP SIZE: SMALL GROUP (10-12 STUDENTS) GRADE LEVEL: 6-9
MATERIALS: A COPY OF "LISTENING EXERCISE STEMS" FOR EACH DYAD.

"LISTENING EXERCISE"

INTRODUCTION: People who understand and get along with others are most often good listeners. Therefore, it is important that students learn to be effective listeners. This exercise gives students specific practice in being a good listener. During the session the counselor should circulate from dyad to dyad observing the interaction. It is important that each participant have several opportunities to be speaker and listener.

PROCEDURE:

1. Explain the purpose of the exercise.
2. Divide group into dyads (sitting facing each other).
3. Pass out "stems" - Ask the speaker to talk to the partner for approximately 3 minutes using the sentence stems as a stimulus. The other partner (the listener) should actively listen to everything the speaker says. When the speaker is finished, the listener should repeat to the speaker what the listener heard the speaker say. The speaker may challenge, correct, or accept the listener's perception.
4. Ask the partners to reverse roles. Allow adequate time to permit each member to experience the listener role at least twice.
5. Process the experience. Discuss the following questions:
   -As a listener, did you have trouble repeating what your partner said?
   -Did you, as the listener, want to interrupt the speaker?

-How would you evaluate your listening skills?
-What did you learn about yourself?
-Discuss how communication problems (not listening, jumping to conclusions and making assumptions) often lead to interpersonal difficulties.
-Discuss how being a good listener can help make and keep friends.

6. Conclude by asking each participant to identify privately a person with whom they have a relationship which could be improved by using some of the skills they learned in this exercise.

OBSERVATION NOTES

While observing the interaction of dyads, the counselor can identify students who have particular strengths and weaknesses in listening to others. An additional practice session could be established using these students as leaders or learners.

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LISTENING EXERCISE STEMS

I get angry when........	When I get angry........
I am happiest when........	When I am happiest........
I hold back my feelings when........	When I hold back my feelings........
I'm afraid when........	When I'm afraid........
I feel sorry for myself........	When I feel sorry for myself........
I get anxious when........	When I get anxious........
My feelings........	
I avoid........	
Confrontation........	
Trusting others........	
I care........	
My ideas........	
I wish........	

Area II- Category H- Competency 27

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WIT OTHERS

COMPETENCY: I UNDERSTAND MY FRIENDS AND CLASSMATES.
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 7-9
MATERIALS: NONE

"COMMUNICATION/LISTENING SKILLS"

INTRODUCTION: Listening is a skill that can be analyzed and learned. This skill will help students in every facet of their daily life that involves communicating with others.

PROCEDURE:

1. Briefly discuss the goals of this activity to improve listening skills.
2. Divide the class into groups of three.
3. Participants in each triad identify themselves as A, B, or C.
4. Ask the group to brainstorm discussion topics: capital punishment, divorce, women's liberation, foreign policy, prison reform or ecology.
5. Read the following instructions:

   a) Participant A is the first speaker and chooses his topic, B is the first listener and C is the first referee. A speaks for three minutes on his opinions of feelings about his topic. B just listens and at the end of three minutes, summarizes what A said and felt. C helps A and B maintain these guidelines and at the end offers his observations about B's accurage.
   b) Round 1 is begun. The facilitator stops the process after seven minutes and responds to procedural questions.
   c) Participant B then becomes the speaker, participant C the listener, and participant A the referee. The new speaker chooses his topic and begins. Round 2 should also take seven minutes.

d) Then C becomes the speaker, A the listener, and B the referee. After seven minutes, the discussion in Round 3 ends.

OBSERVATION NOTES

Students unable to perform in these groups may need individual assistance by the counselor.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW EFFECTIVE WAYS OF COMMUNICATING FEELINGS AND THOUGHTS.
TIME: 55 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 8-9
MATERIALS: "A COMPARISON OF NON-ASSERTIVE, ASSERTIVE, AND AGGRESSIVE BEHAVIOR AND THE CONSEQUENCES OF EACH"
YOUR PERFECT RIGHT: A GUIDE TO ASSERTIVE BEHAVIOR-ALBERTI AND EMMONS EXCERPT

"ASSERTIVE AND AGGRESSIVE BEHAVIOR"

INTRODUCTION: Let's discuss some behaviors we see but may not know the name of, for example: assertive and aggressive behavior.

PROCEDURE:

1. Discuss the terms assertive and aggressive. Assertive- to state or behave strongly, to express and assert ones rights, needs, and desires. Aggressive- to express own rights at expense of others.
2. After discussing the terms assertive and aggressive, distribute the handouts on assertive and aggressive behavior. After allowing students to read the handouts for about 5-10 minutes, encourage students to practice both kinds of statements through the use of role playing.
3. Role playing- assertive behavior. For example:
"I appreciate the way you are including me in the family plans, but I already have plans to go to the school dance." Role playing- aggressive behavior. For example:
"I don't want to go on the family picnic! I'm going to that dance on Saturday night."

OBSERVATION NOTES

Note students who are expressing their feelings and beliefs honestly and directly. Note students who may be overly active, or students who really may be shy. At a later time you many want to talk to these students showing this behavior.

A COMPARISON OF NON-ASSERTIVE, ASSERTIVE, AND AGGRESSIVE BEHAVIOR AND THE CONSEQUENCES OF EACH

1. **Characteristics of Non-Assertive Behavior** - Ignores, does not express own rights, needs, desires. Permits others to infringe on rights. Emotionally dishonest, indirect, inhibited. Self denying. Allows others to choose.

   Your feelings when you engage in this behavior - Hurt, anxious, disappointed in self at the time and possibly later.

   Outcome - Does not achieve desired goals.

   Pay Off - Avoids unpleasant and risky situations, avoids conflict, tension, confrontation. Doesn't get needs met. Accumulates anger. Feels non-valued.

   The other person's feelings about herself when you engage in this behavior - Guilty, superior, or angry.

   The other person's feelings about you when you engage in this behavior - Irritated, pity, disgusted.

2. **Characteristics of Assertive Behavior** - Expresses and asserts own rights, needs, desires. Stands up for legitimate rights in a way that rights of others are not violated. Emotionally honest, direct, expressive. Self-enhancing.

   Your feelings when you engage in this behavior - Confident, self-respecting, feels good about self at the time and later.

   Outcome - May achieve desired goals.

   Pay Off - Feels good; valued by self and others. Feels better about self; improves self-confidence; needs are met; relationships are freer--more honest.

   The other person's feelings about herself when you engage in this behavior - Valued, respected.

The other person's feelings about you when you engage in this behavior - Generally respectful.

3. **Characteristics of Aggressive Behavior** - Expresses own rights at expense of others. Inappropriate outburst or hostile overt action. Intent to humiliate, to "get even," to put the other down. Emotionally honest, direct, expressive at other's expense. Self-enhancing. Chooses for others.

   Your feelings when you engage in this behavior - Angry, then righteous, superior, depreciatory at the time, possibly guilt later on.

   Outcome - Achieves desired goals by hurting others.

   Pay Off - Saving up anger, resentment, justifies a blow-up, an emotional outburst, "to get even, get back at."

   The other person's feelings about herself when you engage in this behavior - Hurt, humiliated, defensive.

   The other person's feelings about you when you engage in this behavior - Angry, vengeful.

Verbal Components of Assertive Behavior -
1. Expressing feelings and beliefs honestly and directly.
2. Standing up for one's legitimate rights.
3. Expressing respect and empathy for others.
4. Use of "I" statements.
5. Taking the initiative in interpersonal encounters.
6. Offering alternatives

Nonverbal Components of Assertive Behavior -
1. Firm and clear voice
2. Good eye contact
3. Appropriate facial expression
4. Relaxed and natural posture
5. An air of confidence
6. Appropriate distance from the other person

Examples of Assertive Statements -

1. "I dislike it when you interrupt me halfway through a sentence and would appreciate your not doing that anymore."
2. "I appreciate your thinking of me but I already have plans for tonight. Would you like to get together next weekend?"
3. "Your cigarette smoke is bothering me and I'd like you to put it out."

Being assertive does not mean acting assertively all the time. At times, the assertive individual may choose to be a clown, a scholar, or a playful child. A person who has truly assertive skills is able to choose.

Verbal Components of Aggressive Behavior -

1. Use "you" rather than "I" statements.
2. Use blame and sarcasm.
3. Does not take responsibility for their own behavior.
4. Does not make self-disclosing statements.
5. Attacks worth of others.
6. Demands their own way.

Nonverbal Components of Aggressive Behavior -

1. Glaring or condescending eye contact.
2. Voice tone may be sarcastic, hostile, or unusually loud.
3. Facial muscles may be tight.
4. Attacking or threatening body posture, i.e., hands on hips, leaning forward, finger pointing.

Examples of Aggressive Behavior:

1. "You're really stupid."
2. "I really like your dress and I know you'll look good in it when you lose ten pounds."
3. "That's what I call nerve....You...."

In an attempt to get what is wanted, the aggressive person frequently alienates others and may end up feeling confused, frustrated and angry.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW EFFECTIVE WAYS OF COMMUNICATING FEELINGS AND THOUGHTS.
TIME: 30 MINUTES
GROUP SIZE: CLASS, SMALL GROUP GRADE LEVEL: 6-9
MATERIALS: A COPY OF "MANAGING HASSLES" FOR EACH STUDENT

"MANAGING HASSLES"

INTRODUCTION: People who understand and get along with others are most often those who find alternative ways to deal with conflicts and examine the consequences of them. This exercise will allow students to explore alternatives for solving everyday hassles.

PROCEDURE:

1. Hand out "Managing Hassles" worksheet.
2. Read through together all of the first page and the top section of the second page.
3. Ask students to jot down individual answers to the four questions in the middle of page two.
4. Ask for volunteers to share responses to the question in step three. If no one volunteers, call on students around the room, prefacing this by saying that anyone has a right to respond with "Pass."
5. Read together the section "Alternatives for Solving Hassles." Ask students for their opinions about each of these or to share any times when they've used one of these.
6. You might ask students to jot down an answer to these questions, "What did you learn from this activity about yourself?" "Are there any of the six alternatives that you would like to try to employ more often?" "Would you like to join a small group that would meet regularly to discuss dealing with conflicts and hassles?"

OBSERVATION NOTES

With older students, you may want them to read the sections to themselves, although these are short and can easily be read together. In order to begin the discussion sections, the leader might give personal responses.

MANAGING HASSLES

Everyone gets into hassles--whether it's with a parent, teacher, friend, or a stranger. Hassles can be over anything, big or small. Hassles can have positive outcomes; everyone can go away feeling better. Think of a time a hassle turned out well--a problem was solved, or a situation managed, or there was just a "clearing of the air." Sometimes solving a conflict helps us get a new start with others. Conflicts can also result in negative feelings that leave us feeling bad about ourselves and others. Has either happened to you?

THREE KINDS OF CONFLICTS AND HASSLES

There are three major types of conflicts with these results:

1. Both people feel hurt - Both people fight. (physical or verbal) - The problem continues. No respect for self or others as a result. There will probably be another fight.

2. One person feels hurt, the other gets his or her way. One person fights. (physical or verbal) Other person quits or runs. Problem may be settled. Both people disrespect each other and self. Loser may seek revenge or take it out on someone or something.

3. No one is hurt. No one fights or argues. Each says his position. Each person listens. Alternatives are used to settle it. Conflict gets settled. No "loser" or "winner". Mutual respect for each other and self.

THESE MAKE CONFLICTS OR HASSLES WORSE:

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(1) Violence (Physical or Verbal) destroys any basis for compromise and ruins friendships. It hardly ever deals with the real problem--just causes more. People don't often forget physical or verbal abuse.

(2) Running Away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose the respect of others and themselves. It can become a habit--a person eventually has to stand up for something sometime. People who give in are usually taken advantage of by "friends" and others alike.

(3) Telling only makes the problem worse. Makes others lose respect. It usually means you want others to solve hassles and make decisions for you.

Share a time you used violence, ran away, or told on someone.

(1) What was the situation?
(2) What happened?
(3) How would you handle it if you could do it over?
(4) How did you feel about your decision?

ALTERNATIVES FOR SOLVING HASSLES

(1) "I" Messages - State the problem in terms of how it makes you feel - not the other person. ("I am really angry with you always talking behind my back" not "You're so stupid when you talk behind my back.")

(2) Listen Closely - Let the other person know you are willing to listen to their side. ("Oh - I'm listening" or "go ahead - I'll listen" or "Did I hear you right? You said....")

(3) Getting Help - Using others to help solve a problem. Not telling on someone or expecting others to solve the problem for you usually involves someone who has either knowledge or ability that the people in the conflict lack.

(4) Dropping It - Leaving alone a situation you can't handle. Not running away, in that you don't let the other person get their way. Good for "cooling off" periods, or avoiding certain problems in "no-win" situations.

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(5) Make a Deal - Cooperating with other person. Being willing to give in to certain things if the other person is also willing to give in a bit usually can be done by making a suggestion.

(6) Apologizing - Not really admitting you are wrong (you may be right) but letting the other person know you are sorry the hassle happened. ("We don't seem able to solve this, but I am sorry you feel badly about it. I do too...") Of course, if you really do believe you are wrong, an apology can gain you lots of respect from others.

Area II- Category H- Competency 32

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I CAN TALK TO SOMEONE WHEN I NEED TO.
TIME: CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 8-9
MATERIALS: "BEST BET" SITUATION CARDS

"BEST BET"

INTRODUCTION: Often, students entering the senior high school will have little knowledge of services provided by various school personnel. Many are reluctant to ask, wishing to appear confident and knowing among their peers and upper classmen. Generally, information is obtained as situations arise by asking other classmates or older sisters and brothers. This activity may be helpful in providing information for students before situations arise and may serve to reduce some of the anxiety associated with this new experience.

PROCEDURE:

1. Introduce this activity by stating that it may be helpful for the students to share ideas about appropriate resources for some problems students frequently encounter at school. (Note - The information on the following sheets will need to be transferred onto index cards.)
2. Distribute one of the "Best Bet" situation cards to each student.
3. Write the word "Resources" on the chalkboard.
4. Ask students to volunteer to read their situation card aloud.
5. After the situation card is read, invite the group to suggest who or what school agency might be the "Best Bet" for help with this problem.
6. Each time a new person is mentioned, such as the principal, the counselor, the football coach or the registrar, place the new resource on the board.
7. After a majority of the cards are read, suggest that some may wish to make up a situation that may be encountered. Invite suggested resources for these situations as well.

8. To close the activity, congratulate the group on its resourcefulness and suggest some situations, not mentioned, in which the counselor may be of assistance.

OBSERVATION NOTES

Involvement in such an activity as this will not only provide valuable information for students but will also provide the counselor with a valuable opportunity to survey the new class. The counselor may be able to identify misplaced students, students in need of referrals for specific handicapping problems, students possessing specific talents and abilities or potential leaders. This type of activity also provides personal interaction with the counselor and may provide a more interesting way of orienting students to services than providing a list or booklet of school personnel. The list or booklet would be a helpful reference after this activity is completed.

"BEST BET" SITUATION CARDS

Someone is picking on you.

You'd like to try out for football.

You don't know whether an activity bus will be available after swim practice.

Your girlfriend won't talk to you anymore, and you don't know what is wrong.

You got two progress reports this semester.

One of the grades on your report card must be wrong.

You need special permission to take an advanced English class.

Your best friend is thinking of running away from home.

Your locker partner keeps borrowing your language arts book, and then you get in trouble in class.

You'd like to get a scholarship when you graduate, but you don't know how to go about getting one.

You're having trouble understanding your math teacher, and you're sure you can't talk to him personally.

You'd like to join an after-school activity to meet some new friends but you don't know what activities are open.

Your family is thinking seriously of moving and you're upset about it.

You need a reference in order to get a job.

You don't know whether a course you took last year will count for graduation.

The SAT and ACt tests have been announced. You don't know whether you should take them.

You don't want to go to college, but don't know how else to prepare for a job.

Your parents want you to go to college, but you don't want any more schooling.

It seems like everybody is down on you these days, and you're feeling pretty bad about it.

A couple of your friends are making fun of the same student every day on the bus.

You're trying hard and doing much better in school these days, but nobody seems to notice it.

You lost your ID card.

Someone is pressuring you to help him cheat in science class.

You don't feel well and you want to be excused from gym class today.

One of your classes seems really boring and much too easy for you.

You're thinking you'd like to get a part-time job, but you're not sure whether it's a good idea.

A teacher expects you to do a research paper, and you have no idea how to find things in the library.

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"BEST BET" SITUATION CARDS

Someone is picking on you.

You'd like to try out for football.

You don't know whether an activity bus will be available after swim practice.

Your girlfriend won't talk to you anymore, and you don't know what is wrong.

You got two progress reports this semester.

One of the grades on your report card must be wrong.

You need special permission to take an advanced English class.

Your best friend is thinking of running away from home.

Your locker partner keeps borrowing your language arts book, and then you get in trouble in class.

You'd like to get a scholarship when you graduate, but you don't know how to go about getting one.

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You're having trouble understanding your math teacher, and you're sure you can't talk to him personally.

You'd like to join an after-school activity to meet some new friends but you don't know what activities are open.

Your family is thinking seriously of moving and you're upset about it.

You need a reference in order to get a job.

You don't know whether a course you took last year will count for graduation.

The SAT and ACT tests have been announced. You don't know whether you should take them.

You don't want to go to college, but don't know how else to prepare for a job.

Your parents want you to go to college, but you don't want any more schooling.

It seems like everybody is down on you these days, and you're feeling pretty bad about it.

A couple of your friends are making fun of the same student every day on the bus.

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You're trying hard and doing much better in school these days, but nobody seems to notice it.

You lost your ID card.

Someone is pressuring you to help him cheat in science class.

You don't feel well and you want to be excused from gym class today.

One of your classes seems really boring and much too easy for you.

You're thinking you'd like to get a part time job, but you're not sure whether it's a good idea.

A teacher expects you to do a research paper, and you have no idea how to find things in the library.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KN0W WHAT DRUGS AND ALCOHOL DO TO MY BODY AND MY MIND.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: WORKSHEETS-"TOBACCO INFORMATION SHEET" AND "TOBACCO PUZZLE" REFERENCE: QUEST

"TO SMOKE OR NOT TO SMOKE"

INTRODUCTION: Students will learn about the dangers of tobacco as a drug and examine the rationale behind cigarette smoking.

PROCEDURE:

1. Ask students to brainstorm some of the reasons teenagers smoke cigarettes and write these on the board.
2. Ask students to brainstorm some of the reasons teenagers do not smoke cigarettes and write these on the board.
3. Lead students in a discussion about these two lists, focusing on why people would make choices to smoke cigarettes if they know it is unhealthy. It might be important to mention that adult behavior is very similar to adolescent behavior in this area.
4. Divide the class into pairs and hand out "Tobacco Information Sheet" and "Tobacco Puzzle" and have each pair complete the puzzle after reading the information sheet.
5. Bring the students back to the large group and discuss the new information they acquired about tobacco.

OBSERVATION NOTES

Some students may become defensive about their choices to smoke or not to smoke. They may need to be seen individually in a counseling setting.

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TOBACCO INFORMATION SHEET

1. The first major report linking smoking with lung cancer was issued in 1964 by the U.S. Surgeon General. Since that time more and more people have either not begun to smoke or have quit smoking. It's extremely difficult to stop smoking because the nictone (main chemical) in tobacco is highly addictive.

2. Most people do not smoke. According to one report, only 12 percent of teenagers and 33 percent of adults today smoke. In the United States there are an estimated 30 million former smokers.

3. Ninety percent of all cases of lung cancer happen in people who smoke cigarettes. Ninety percent of all people who get lung cancer die within five years of its being discovered.

4. Heart disease, a leading killer, is also closely connected with cigarette smoking.

5. Tobacco comes in many forms, although cigarettes are the most commonly used. Tobacco can also be chewed and smoked in pipes. Snuff is a powdered tobacco that is snorted or sniffed.

6. The principal drug in tobacco is called "nicotine." It acts as a stimulant, speeding up the heart and the central nervous system.

7. Every cigarette a person smokes takes about six minutes off her/his life.

8. Cigarette smokers often have bad breath, smelly clothes, stained teeth, and yellowed fingers.

9. Cigarettes contain a number of harmful chemicals, including tar, a major source of lung cancer. There is no such thing as a safe cigarette. All tobacco cigarettes, including low-tar and filtered cigarettes, contain enough tar to be harmful.

10. Some people think that smoking cigarettes helps to calm you down. In fact, nicotine can make people jittery and nervous.

11. Although the percentage of adults who smoke has been declining in recent years, the number of teenagers who smoke has been increasing.

12. According to studies, most teenagers who smoke know about the dangers of smoking but do it anyway. They think that the long-term dangers of smoking (lung cancer, heart disease) do not apply to them. Smoking has many short-term health hazards, including shortness of breath and damage to blood circulation.

13. Only about half of the people who try to stop smoking are successful. The addiction is extremely difficult to cure.

14. When nonsmokers are near people who smoke, the nonsmokers also breathe the poisonous gases. Because of this, more and more laws are being passed forbidding smoking in public places such as office buildings and restaurants.

15. In addition to getting lung cancer, smokers may develop cancer of the mouth or throat.

16. An average smoker spends approximately $365 a year on cigarettes.

M/JH-224

TOBACCO PUZZLE

Directions: Fill in the blanks with the correct word. Each word must have a letter for each blank provided. (Four of the blanks require numbers, not letters.)

1. __ __ __ __ __ __ __ __ __ __ is the disease most often
4 3

associated with cigarette smoking. __ __ __ __ __ __ percent of all
23 6

cases of the disease happen in smokers and __ __ __ __ __ __ percent
21 26

of these people die within __ __ __ __ years.
22

2. Every cigarette a person smokes takes __ __ __

__ __ __ __ __ __ __ off her/his life.
18 20

3. Cigarettes contain __ __ __ and __ __ __ __ __ __ __ __, two
17 9

major sources of cancer.

4. Cigarette smoke pollutes the __ __ __ we breathe with
14

__ __ __ __ __ __ __ __ __ __ __ . Even nonsmokers are seriously
11 31

endangered.

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5. Nicotine makes people feel __ __ __ __ __ __ __ and

__ __ __ __ __ __ __, not calm and relaxed.
15

6. Besides lung cancer, other disease associated with cigarette

smoking include __ __ __ __ __ __ __ __ __ __ __ __ and cancer of the
7 10

__ __ __ __ __ and __ __ __ __ __ __ .
30

7. The first major report linking smoking with lung cancer was

issued in __ __ __ __ (date) by the U.S. __ __ __ __ __ __ __
16

__ __ __ __ __ __ __ .
13

8. Only about __ __ __ __ of the people who try to quit smoking

after they have started are successful. Still, there are __ __

__ __ __ __ __ __ __ ex-smokers.
29

9. Only __ __ percent of today's teenagers and __ __ percent of

the adult population smoke. Still, the rate of teenage smokers has

been __ __ __ __ __ __ __ __ __ __ .
24 28

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10. The short-term health hazards of cigarette smoking include

shortness of __ __ __ __ __ __ and damage to __ __ __ __ __
1 12 19

__ __ __ __ __ __ __ __ __ __ __ . It also produces __ __ __ __ __ __
27 25 2&8

teeth, stains on hands, and __ __ __ __ __ __ __ __ __ .
5

Directions: Now transfer each letter from a numbers blank above to the corresponding numbered blank below to complete the mystery phrase.

If you think food is expensive, cigarettes are __ __ __ __ __ __-
1 2 3 4 5 6

__ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __
7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

__ __ __ __ __ per pound.*
27 28 29 30 31

*Based on a price of $1 (U.S.) per pack.

Area II- Category K- Competency 39

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHAT DRUGS AND ALCOHOL DO TO MY BODY AND MY MIND.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: "ALCOHOL INFORMATION SHEET" REFERENCE: QUEST

"ALCOHOL MYTHS"

INTRODUCTION: Students will discover the difference between myths and facts about alcohol and will be able to evaluate information about alcohol critically.

PROCEDURE:

1. Write on the board all statements students have ever heard about alcohol that they believe are true. Add your own statement if they get stuck. It does not matter if some of these statements are contradictory. Make a point of showing students how confusing this information is.
2. Divide students into small groups and give each student a copy of the "Alcohol Information Sheet." Instruct them all to read their sheets and evaluate the truth about a certain number of statements from the collective list on the board. For example, if 25 statements have been generated and there are five groups, each group would be evaluating five statements.
3. Invite students back to the large group and ask them to report their findings to the whole class. Write "true" or "false" next to the statements they discuss. Assign the final brainstormed plan to a particular group of students.

OBSERVATION NOTES

Be aware of students who respond with a great deal of anecdotal material about drinking within the family. See the students privately to assess the potential problems. Also, note students who seem particularly withdrawn and talk with them privately about their reaction to this activity.

ALCOHOL INFORMATION SHEET

1. Alcohol is a drug. If you are dependent on alcohol, you are dependent on a drug. Alcohol is the most widely used drug among adults and youth today.
2. Many different beverages contain alcohol in varying amounts. These include beer, wine, wine coolers, whiskey, rum, gin, vodka, and other forms of liquor.
3. Each of the following contains about the same amount of alcohol:

   A can of beer
   A glass of wine
   A shot-glass of whiskey or liquor

4. Drinking alcohol while using other drugs, particularly other depressants like sleeping pills, is extremely dangerous and can lead to death. The effect of the two chemicals together is much more serious than the effect of either one alone.
5. How alcohol affects people depends upon many factors, including their size, age, health, drinking experience, expectations, mood, how much they drink, how quickly they drink it, how much food they have in their stomach and where they drink.
6. Although alcohol affects the user in many ways, it is mostly a depressant. Alcohol slows down the functioning of the central nervous system-heartbeat, breathing rate and digestion.
7. Alcohol dulls people's thoughts and affects their actions and coordination. It can affect judgment and self-control.
8. Alcohol is addictive. It can cause both psychological and physical dependency (the user desperately wants and needs it).
9. The most common adverse reaction to alcohol is a hangover, which is the "morning after" feeling of tiredness, headache, dizziness, nausea and vomiting.
10. Many people believe that a hangover can be cured by strong coffee or cold showers. The only "cure" for a hangover is time. After a while the outward effects of th alcohol will wear off. However, over a long-period of time, too much alcohol damages the user's internal organs.

11. Drinking over a long period of time can cause many problems, including a serious disease called cirrhosis of the liver, which is a major cause of death.
12. Too much drinking can also damage the lining of the stomach and lead over time to stomach ulcers.
13. In spite of what beer, wine and hard liquor advertisments suggest, alcohol is not very "sexy." In fact, alcohol can cause impotence and sterility.
14. It is possible to overdose and die from drinking too much alcohol at one time.
15. A heavy alcohol habit may result in brain damage.
16. Under the influence of alcohol, some people can become dangerous, depressed, angry, homicidal or suicidal. Half of all murders and one-third of all suicides are alcohol related.
17. Drinking problems don't just hurt the person who drinks. The person's family, friends and employer can be affected. If the person drinks and drives, innocent bystanders could get hurt.
18. If a pregnant woman drinks, her unborn baby can be seriously hurt. Alcoholic women run a great risk of having babies with birth defects. These babies may be deformed or mentally retarded, among other problems.
19. Half of all car accidents involve a driver who has been drinking.
20. Alcohol affects how the brain operates. As a result, people who have been drinking often have poor judgment and make poor decisions.
21. Following are some important words:

Abstainer: One who doesn't drink alcohol or use other drugs.
Alcoholic: A person who suffers from a disease called alcoholism; a problem drinker who cannot control his/her drinking.
Alcoholism: The disease of being addicted to alcohol.
DWI: Driving While Intoxicated, a serious crime that can lead to jail, a fine, and/or loss of one's driver's license.
Ethyl Alcohol: The form of alcohol in beer, wine, and hard liquor.
Liver: The only organ in the body that can change alcohol (oxidize it) into carbon dioxide and water.
Methyl Alcohol: A poisonous form of alcohol used in anti-freeze, fuels, and paint thinner; it is processed from wood and sometimes called wood alcohol.

Proof: This word is used to describe the amount of alcohol in hard liquor. The proof number is twice the percentage of alcohol. For example, 80 proof whiskey contains 40 percent alcohol.

Tolerance: A condition that occurs when a person's system has become accustomed to a certain level of alcohol; the person needs more of the chemical to get high or drunk each time.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHAT DRUGS AND ALCOHOL DO TO MY BODY AND MY MIND.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: VIDEOTAPES, MAGAZINES, POSTER PAPER AND MARKERS REFERENCE: QUEST

"MAKING DECISIONS ABOUT DRUGS AND ALCOHOL"

INTRODUCTION: Much information regarding drugs and alcohol use, both accurate and inaccurate, is given to middle school students. This lesson may be used to separate fact from myth regarding drug and alcohol information.

PROCEDURE:

1. Introduce the activity by stating that much widely spread information regarding drugs and alcohol is not always accurate. For example, many people believe that beer and wine are harmless forms of alcohol. Discuss some of the common myths regarding drug use.
2. Encourage the students to describe the effects of TV, radio and print media have on people's attitude toward drug use. Note that famous people are often shown smoking cigarettes or drinking and thus these drugs look more glamorous.
3. Distribute the magazines to the students and request that they cut out alcohol or tobacco ads that attract their attention. Encourage them to report on what they feel is the implied message in each ad. Why are the people in these ads always made to look wealthy, attractive or popular? Is anyone in these ads ever upset?
4. Observe videotapes of alcohol commercials. Students may discuss both stated and implied messages.
5. Suggest that students make their own ads for tobacco or alcohol but that they tell the truth in their advertisements. They do not imply anything that is not true with their words or their pictures.
6. Encourage the students to share their ads.

OBSERVATION NOTES

Certain students may indicate personal or family problems regarding drugs or alcohol which may need to be explored in a counseling setting.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHAT THE SCHOOL, POLICE AND COURTS DO TO STUDENTS WHO DO DRUGS AND ALCOHOL.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-9
MATERIALS: NONE

"SCHOOLS AND DRUGS AND ALCOHOL"

INTRODUCTION: Adolescents are often unaware of their school policy on drug and alcohol use. This activity will help them see the repercussions of drug and alcohol use on a person's relationship with the community and give them an opportunity to work on protecting their own community, and their school.

PROCEDURE:

1. Introduce the activity by asking the class how they think adult drug and alcohol use affects the community at large. Steer the discussion away from how drug use affects individuals and keep it focused on how the community is affected. Bring out such issues as loss of laborers, loss of motivation for community projects, loss of revenue for the community, and lower morale in the community as a whole.
2. Suggest that students think about their school as a community and explore the parallels with adolescent drug use. Ask them how students' drug or alcohol use affects the school and write their responses on the board. Direct the discussion in such a way that students understand that when a student chooses to use drugs, everyone in the school is affected.
3. Divide the students into small groups and direct them to make a list of ways the community (their school) could protect itself from the dangers of drug or alcohol use. In essence, they will be generating a list of rules or consequences.
4. Gather the students together and suggest that they make a collective list of the consequences that their school should enforce for drug or alcohol use. Each group could contribute the

consequences they endorse most fully. It is important to get the class to work toward consensus.

5. Present the school policy as it really exists and compare it with the student's list of consequences. They may explore the reasoning behind the school policy. Do they believe it is strict enough? Does it keep students from using drugs while at school? Do they believe that most students know what the school policy is on drug use? If not, do they have ideas about how it could be more widely publicized? This can be a very effective way for students to claim "ownership" in their school rather than just feeling as though it were someone else's institution that they must attend.

OBSERVATION NOTES

Students who do not see a need for a school drug policy may need individual counseling time to explore their values and behavior around drugs.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY:	I KNOW WHAT THE SCHOOL, POLICE AND COURTS DO TO STUDENTS WHO DO DRUGS AND ALCOHOL.
TIME:	1 CLASS PERIOD
GROUP SIZE:	CLASS GRADE LEVEL: 7-8
MATERIALS:	JUVENILE OFFICER; 3X5 CARDS; FIELD TRIP TO JUVENILE COURT

"DRUGS AND THE COURTS"

INTRODUCTION: Adolescents are often unaware of how the judicial system operates especially with people their own age. This activity will give students first hand knowledge of the juvenile justice system and how it deals with juveniles and drug offenses.

PROCEDURE:

1. Arrange to have the class tour the county juvenile justice center. It would be helpful, though not necessary, to view a courtroom procedure involving an adolescent.
2. Gather the class in a private room somewhere in the courthouse. Pass out 3x5 cards and request that the students write down one question that they have for the guest speaker about the juvenile justice system and drug offenses.
3. Collect the cards.
4. Introduce the juvenile officer who will begin the presentation with a description of that job.
5. Give the 3x5 cards to the speaker to be answered in whatever order is appropriate.
6. Advise the students that they may ask additional questions after the speaker has finished going through the questions on the cards.

OBSERVATION NOTES

Students who seem distressed by the courtroom setting for this class may be contacted individually at a later time to explore any personal history that would cause this distress.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY:	I KNOW WHAT THE SCHOOL, POLICE AND COURTS DO TO STUDENTS WHO DO DRUGS AND ALCOHOL.		
TIME:	1 CLASS PERIOD		
GROUP SIZE:	CLASS	GRADE LEVEL:	7-8
MATERIALS:	A LOCAL LAW OFFICER VERSED ESPECIALLY IN JUVENILE DRUG OFFENSES; 3X5 CARDS		

"DRUGS AND THE LAW"

INTRODUCTION: Introduce this activity by telling students that a law officer is going to talk with them today about drug use and legal consequences of drug or alcohol use. This activity will give them more information about the law as it applies to them and to adults. Hopefully this information will act as a deterrent to their experimentation with illegal substances.

PROCEDURE:

1. Introduce this activity by telling students that a law officer is going to talk with them today about drug use and legal consequences. This is not a time to talk about particular cases, but to get a better understanding of the laws regarding drug use.
2. Pass out one 3x5 card to each student and direct them to write one question they have about drug laws, violations or penalties on this card. The question may be anonymous.
3. Collect the cards.
4. Introduce the speaker and deliver the cards. It is not necessary that this person prepare a speech since most of the information will come out in response to the written questions.
5. Advise the students that they may ask additional questions after the speaker has finished going through the cards.

OBSERVATION NOTES

Students who ask questions about personal or family matters of the law officer may need to be seen privately for counseling.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY:	I KNOW HOW TO HELP A FRIEND WHO HAS A PROBLEM WITH DRUGS AND ALCOHOL.		
TIME:	1 CLASS PERIOD		
GROUP SIZE:	SMALL GROUP OR CLASS	GRADE LEVEL:	6-9
MATERIALS:	"HELPING HAND" WORKSHEET		

"REACH OUT AND TOUCH SOMEBODY'S HAND"

INTRODUCTION: Many students do not have a drug or alcohol problem, but they may have a friend or friends who do. This lesson can help students help their friends or themselves identify resources that can be used to help solve their problems.

PROCEDURE:

1. Tell the students to use the worksheet to list people who can help them in a crisis or who can help them understand their feelings or problems.
2. On the second part of the worksheet tell the students that the service organizations that are listed can be of great help in relationship to some drug or alcohol problems. As a homework assignment tell the students to find the telephone numbers for each of these organizations and later have this as their own personal directory which can be used by them or by a friend.
3. Ask each student in the class to take a piece of paper and write a real or invented problem in any area of life, for which he or she would like to receive help.
4. Instruct the students to fold the papers and put them in a box provided by the leader.
5. Let the teacher draw each problem from the box and read it to the class.
6. Tell the class to decide where they can turn to find help for the problem. No solutions need be offered, just where help may be found.

OBSERVATION NOTES

The students should not sign their names to the paper as this is a way of giving the student a chance to deal with a personal problem without exposing their identity.

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HELPING HAND

1. List the people who can help you in a crisis - or who can help you deal with your "feelings" or emotional problems. (For example teacher, hot-line worker). Think of eight more "caring" resources people who you could turn to.

1. teacher
2. hot-line worker
3.
4.
5.
6.
7.
8.
9.
10.

2. Make your own "Helping Hand" directory by finding the telephone numbers for services near you. Add as many as you want to the list! (Cut on the dotted line and keep your directory in your purse or wallet.)

- -

"Helping Hand" Service Organizations	Telephone Numbers
1. The United Way	____________________
2. Cerebal Palsy Association	____________________
3. The Red Cross	____________________
4. Alcoholics Anonymous	____________________
5. Alateen	____________________
6. Poison Control Center	____________________
7. Suicide Hotline	____________________
8.	____________________
9.	____________________
10.	____________________

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW TO HELP A FRIEND WHO HAS A PROBLEM WITH DRUGS OR ALCOHOL.
TIME: 45-60 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"THE PARTY"

INTRODUCTION: Students need to be encouraged to identify levels of alcohol use in themselves and others, and also the peer pressures used to drink in social, party settings. It is important that students realize that the danger of alcohol lies in the relative ease in obtaining it and its social acceptability. Students need to see the positive consequences of non-use or use in moderation (as an adult), and the negative consequences of misuse, abuse, and dependence. Students should be asked to define the difference between use and abuse of alcohol and to express ways to avoid peer pressure to misuse alcohol. **Terms**- non-use= avoidance of alcohol; use= use of alcohol in moderation; abuse= mis-use of alcohol to the degree that risk or harm to the individual and others is involved; dependence= habitual mis-use of alcohol due to mental or physical needs.

PROCEDURE:

1. Discuss the problem of alcohol use as the number one used and abused drug among teens; elicit reasons for this from the class. Emphasize that our society seems to view alcohol in a different, more socially acceptable light than other drugs such as cocaine and marijuana.
2. Discuss the levels of alcohol use, and put them on the board. Ask for examples of each from the students.
3. Discuss the concept of peer pressure. Put the term on the board, and ask for definitions and examples. Point out that peer pressure has no age limits. All humans who deal in groups have peer pressures. Give examples of peer pressure in the young and old also, such as vandalizing or buying a certain car.

4. Discuss how easily students are exposed to alcohol by asking their personal introduction to it. Be sure to bring out the PARTY setting. Ask what a party is, what makes a party fun? Talk about the possible reasons that alcohol is popular at parties (enhances social mixing, acts as a "social stimulant"). Elicit students' experiences at parties. Discuss how others view non-users at parties, also abusers, dependents.
5. Discuss how some people mis-use alcohol at parties, sometimes through their own desire, sometimes at the pressure of others. Discuss how the levels of alcohol use/abuse are evident at parties, and the possible effects/consequences of use-abuse.
6. Ask students to discuss ways they can "put a limit" on their own use desire to acohol and avoid pressuring others to drink. Suggest the benefits of "limits" (no fear of legal involvement, going home sober vs. intoxicated, problems avoided by not being intoxicated, illness, hang-over, embarrassment of actions later). Elicit ways students can avoid alcohol use and still be accepted by friends and peers.

OBSERVATION NOTES

Be aware of students who "brag" about their drinking and seem to want positive attention for their stories of drinking. These students might benefit from individual counseling to help determine if an alcohol mis-use or abuse situation exists. Students who have difficulty expressing ways to avoid peer pressure also may benefit from individual or group experiences.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW TO HELP A FRIEND WHO HAS A PROBLEM WITH DRUGS AND ALCOHOL.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS — GRADE LEVEL: 6-9
MATERIALS: NONE — REFERENCE: PEER POWER BOOK II-APPLYING PEER HELPER SKILLS, JUDITH TINDALL, PH.D.

"PUTTING INTERVENTION INTO ACTION"

INTRODUCTION: This exercise will teach students to role play a confrontation of a friend concerning drug use and to discuss skills and consequences.

PROCEDURE:

1. Explain to the students that the goal of an intervention is to motivate the person they care about to seek professional treatment. This must be done with concern, respect, and love rather than condemnation.
2. Divide the students into groups of three. Ask one person to assume the role of the confronter, another the facilitator (a professional counselor), and the other the person with the problem.
3. Ask the first two students to explain to the person with the problem how he behaved while drinking or under the influence of mood-altering drugs and describe the harm and hurt each person felt. Let the addicted person see the effects of the disease from the perspective of friends and loved ones. Instruct the students to behave in a concerned, respectful, and loving way.
4. Following the role play, ask each to share with the others their feelings during the role play.
5. If time permits, exchange roles until each person has portrayed all three roles.

OBSERVATION NOTES

If this group of students has not previously been involved in role-play situations, you may need to use lots of encouragement to get them to participate. Perhaps you as the leader can volunteer for the first situation and select two of the more outgoing students to help.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHERE TO GET HELP FOR MYSELF OR A FRIEND WHO HAS A PROBLEM WITH DRUGS OR ALCOHOL.
TIME: 50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6
MATERIALS: COPIES OF "STAGES OF DRUG USE AND ABUSE", "DRUG USE AND ABUSE" ACTIVITY SHEET

"DRUG USE AND ABUSE"

INTRODUCTION: Students need to be aware of how alcohol and/or drugs can cause serious problems. This lesson will make them more aware of the problem so that they can better help a friend, or themselves.

PROCEDURE:

1. Explain to the students that the purpose of this lesson is to help them be more aware of the drug problem in our country so they will know how to help someone if they have a problem with alcohol or drugs.
2. Distribute copies of "Stages of Drug Use and Abuse" to all students. The counselor should read this slowly and carefully as the students follow along.
3. Ask students to consider if they know anyone who may be in one of these stages. Allow them to share this information without using names.
4. Distribute copies of "Drug Use and Abuse" activity sheets. Instruct students to write ideas of how they could help a friend who appears to be abusing drugs. Remind them that alcohol and nicotine are drugs.
5. Ask for volunteers to share their responses orally with the class. Elicit ideas such as: talking openly with them, referring them to a trusted adult, going with them to a support group, trying to understand and help them with other problems that may underlie the abuse. Ask if they should ever go to an adult themselves, even without the friend's consent. Suggest they may need to do this if everything else fails.

OBSERVATION NOTES

Be alert to any student expressing special concerns. These students may need individual counseling.

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STAGES OF DRUG USE AND ABUSE

Most professionals see the progression from experimental drug use to chronic drug abuse as a process which involves stages. This process can occur quickly or slowly, depending on the person's emotional stability, the availability of drugs, peer pressure, and other factors. The following four stages are an overview of the typical progression from experimental drug use to chronic drug abuse.

Experimental Stage - The initial stage of drug use is usually experimental. The person is curious about the effects of drugs and wants to experience the "high". Experimentation may occur once or several times, usually on weekends or during the summer when there is more free time. Drugs CAN be abused at this stage.

Social Stage - In the social stage, the most common reasons for using drugs are peer pressure and acceptance. If everyone is smoking marijuana and drinking alcohol, it becomes the accepted way to be part of the group. Social use most often occurs on weekends and, occasionally during the week. The person usually sets limits on their consumption. Sometimes they go beyond those limits. Abuse of drugs becomes more frequent in the social stage.

Dependent Stage - In the dependent stage the person becomes preoccupied with the drug. They no longer use drugs for a temporary "high" from which they return to a "normal" state. They feel emotionally guilty, knowing drugs have become the main focus of their lives. Attitude, appearance and behavior change dramatically. The social aspects of drugs taper off. The person abuses drugs more often when he is alone.

Chronic Stage - In the chronic stage the person feels constant emotional or physical pain which can only be lessened by the drug. The person's main thoughts are of getting and using more drugs. Effects of chronic abuse are most dramatic if the person has grown addicted to those drugs which cause emotional or physical withdrawal when they are not available. At this stage they require long-term treatment to assist in recovery.

M/JH-241

DRUG USE AND ABUSE

ACTIVITY SHEET

1. If you had a friend who you suspected might be in the experimental stage of drug abuse, how could you help this friend?

2. It is obvious that your friend is in the social stage of abusing drugs. What would you do to help him/her?

3. One of your friends confides to you that he/she feels he/she is dependent on a drug. What would you say or do?

4. Someone you know is in the chronic stage of drug abuse. How can you help this person with this serious problem?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW WHERE TO GET HELP FOR MYSELF OR A FRIEND WHO HAS A PROBLEM WITH DRUGS OR ALCOHOL.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: LOCAL PHONE BOOKS

"GETTING HELP"

INTRODUCTION: Often the most difficult step in solving a problem is knowing where to begin and knowing where to look for help. This activity is designed to help students with that first step in the area of drugs and alcohol.

PROCEDURE:

1. Begin this activity by asking students to imagine that they have a good friend they are worried about. Describe the following situation: "This friend has been drinking secretively for several months and no one knows about this behavior except you. The amount your friend has been drinking has increased in the last week, and he is now drinking every day. You are not sure why this friend is drinking, but you to know that his parents are in the midst of an angry divorce."
2. Instruct the students to list the steps that they would take in dealing with this situation. Tell them to be as specific as possible, including phone numbers of any agencies that they would contact. They should think the process through clearly and provide a backup plan if their first plan of action did not work.
3. Put the students in groups of four where they may compare plans and negotiate until they have a group plan that all four members endorse.
4. Gather the class together and request that each group present their plan of action for helping this friend. Encourage the class to discuss the various possibilities and their benefits and

drawbacks. Reinforce the idea that there are many sources of help when someone has a problem, especially in the area of drugs and alcohol.

OBSERVATION NOTES

Students who have really experienced going through this process with a friend or family member may be emotionally vulnerable during this activity. A separate time may be needed to allow them to talk about their experiences.

Area II- Category K- Competency 42

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY:	I KNOW WHERE TO GET HELP FOR MYSELF OR A FRIEND WHO HAS A PROBLEM WITH DRUGS OR ALCOHOL.		
TIME:	30 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	6-9
MATERIALS:	NONE		

"SOURCES OF HELP"

INTRODUCTION: In this lesson the class will learn that there are people at home and school that can help them when they have a problem. Also there are special emergency telephone numbers that one can use anytime there is a need.

PROCEDURE:

1. Ask the students to suggest some problems children have that might require them to seek help from another person. Write this list on the board. It might include being abused by a parent, being threatened by a bigger child, starting a new school and not knowing your way around. If the list doesn't include "knowing that someone you care about is using drugs," add this to the list.
2. For each item on the list ask the students to suggest one or more persons who might be able to help them. List these beside each item.
3. For the drug situation, in addition to the suggestions of people in the local environment (teacher, counselor, local police department), let the students know that there are the following special numbers. These may be copied and given to the students or just mentioned, with the suggestion that in the future if the need arose, they could approach the counselor or teacher for these numbers. 1-800-BAD-WEED (213-9333) to report someone dealing in drugs or growing marijuana. 1-800-346-6845 for parents to become involved with the Missouri Federation of Parents for Drug Free Youth. 1-800-241-9746 for general information provided by the Parent Resources Institute on Drug Education (P.R.I.D.E.) in Atlanta, GA.

OBSERVATION NOTES

This lesson is especially helpful in encouraging students with a problem to come for help. Reinforce this idea and use your intuition to seek out quiet students who indicate they may have an unexpressed problem.

Area II- Category K- Competency 43

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW TO SAY "NO" WHEN FRIENDS OR OTHER PEOPLE TRY TO GET ME TO USE DRUGS OR ALCOHOL.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: "ROLE SITUATIONS" WORKSHEET, OPEN FLOOR SPACE

"NO PROBLEM"

INTRODUCTION: Students need to feel comfortable saying no to peer pressure. This lesson will allow them to practice saying no to their friends.

PROCEDURE:

1. Tell the students that today they will be role-playing situations in which they might become involved. These situations are ones in which people often want to say no but feel uncomfortable about it because of peer pressure.
2. Divide the students into pairs or small groups. Give each group one of the "Role Situations" or create your own. Instruct them that the goal of this activity is to help them practice the option of saying no.
3. Have the students role-play the interactions. Switch parts around until each person has gotten to practice saying no.
4. Discuss how it feels to say no. How does it feel to be told no? What do you think of the person pressuring you? What do you believe they think about you? What do you think of the person who said no?
5. Explain that if someone is really a friend, they will understand when you say no; they will respect your decision. Most people will let it go after they ask once. If they continue to pester you, be firm but polite and tell them "no" again. If they still persist and it makes you uncomfortable, just leave.

OBSERVATION NOTES

Notice students who have trouble saying a "no" assertively. They may need further counseling.

M/JH-245

ROLE SITUATIONS

1. You are at your best friend's house after school. His/her parents are still at work. Your friend goes to the refrigerator, takes out a beer, and opens it. Your friend offers you one. What do you do?

2. You are at a party and everyone around you is smoking and drinking. A friend offers you an alcoholic drink. What do you do?

3. You are at the bus stop and a friend offers you a cigarette. What do you do?

4. You are at a park with your friends. They want to get high. They offer you a hit from a joint. What do you do?

5. You are hanging around outside a liquor store. Your friends dare you to ask someone to buy you alcohol. What do you do?

6. Your friend took some pills from his/her parents' medicine cabinet. Your friend doesn't know what the pills are, but they make him/her feel excited and full of energy. Your friend offers one to you. What do you do?

7. A stranger approaches you. They say they have "some good stuff". They say, "It will make you feel good and will take away all your problems". What do you do?

8. A friend is spending the night at your house. Your parents have gone to sleep. Your friend wants you to get into the liquor cabinet. What do you do?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW TO SAY "NO" WHEN FRIENDS OR OTHER PEOPLE TRY TO GET ME TO USE DRUGS OR ALCOHOL.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 7-8
MATERIALS: WORKSHEETS-"ROLE PLAY" AND "ASK" REFERENCE: QUEST

"SAYING NO AND MEANING IT"

INTRODUCTION: Students will learn a process that they can use each time they are in a difficult situation. This process will enable the students to make effective decisions.

PROCEDURE:

1. Introduce the session by asking the students to name a difficult situation that they have been faced with. Emphasize that this needs to be a situation that they wanted to say NO to but they had difficulty saying it.
2. Lead a discussion by explaining that sometimes even if we feel good about ourselves we will say "yes" to a situation before we find out what the other person really has in mind.
3. Pass out the "Ask" handout. Introduce the three step process for saying no. Read each letter out loud to the group with the possible solutions under each step. Encourage the group to add to the solutions.
4. Ask for volunteers to role play different situations. There will be two students in each group. One student will present the problem and the other will be able to say NO by using the three step process. Before beginning, the students may be able to suggest additional role play situations to these listed below.

OBSERVATION NOTES

Students who have problems with this three step process may need individual clarification.

M/JH-247

ROLE PLAY

A friend invites you to a party with some older kids that you do not know.

A friend stops by where you are babysitting and wants to come in the house.

A new student at school asks you to meet him on the football field after school.

M/JH-248

ASK

A-Ask questions

Ask questions so you know what you're getting into.

-Where are we going?
-Who said we could do it?
-What kind of artwork?
-Since when have you been interested in artwork?
-What's this spray can for?

Decide if the situation could lead to trouble. (You can be pretty sure there's something wrong here.)

S-Say "No"

Say "No" if it's wrong or will get you in trouble and give a reason (if you want to).

-Not for me. I've seen the kind of artwork that comes out of spray cans.

-No, I'm not into that kind of thing.

-No thanks. That spray can looks like trouble to me.

K-Know alternatives

Know some positive alternatives. Suggest one of them.

-How about shooting some baskets in the schoolyard instead?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW THE USE OF DRUGS AND ALCOHOL MAY AFFECT MY RELATIONSHIPS WITH OTHERS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"DRUGS AND OTHERS"

INTRODUCTION: It is important for young adolescents to realize the repercussions of their behavior. In this activity, the students will have an opportunity to explore the negative consequences of drug and alcohol use upon relationships.

PROCEDURE:

1. Introduce the idea of collaborative writing by telling the class that they are going to create a story as a group. If the students wish they can consider the story as a script for a movie or television.
2. Give the class the task of creating the protagonist for the story. This main character must be a thirteen year old drug user. The students must create the rest of the character by inventing the following:

    a) A family history (number of people in the family, their ages, occupations or grade in school)
    b) The character's circle of friends (who is he closest to, who does he really like)
    c) A drug history (what is his drug of choice, how long has he been using it, who introduced him to it)
    d) A school history (What have the character's grades been like since he began at this school? Has he ever had any discipline problems at school?)

e) A neighborhood history (Does the character live in a big city or small town? How long has the family lived there? Who are the neighbors? Does this family belong to a neighborhood church?)
f) A name for this character

3. Divide the class into four groups and assign each group one of these areas:

   a) Family
   b) Friends
   c) Teachers and School Officials .
   d) Neighbors and Community People, including Police

   Encourage each small group to focus on how the protagonist's relationship with the people in these areas is affected by the protagonist's drug use. Suggest that they write about what happens to the protagonist with these people in dialogue form. For example, the relationship between the main character and his parents might be deteriorating because of his deception. The parents might be highly suspicious of his behavior. The dialogue might read like this:

   Mother: Where were you, John? You were supposed to be home an hour ago.
   John: I, uh, uh I just had to go over to Brad's.
   Mother: Brad's? Who's Brad? I never hear you talk about him before. Where does he live anyway? Is he the one who's been calling and hanging up when I answer the phone?
   John: Aw, cut it out, Mom. I'm hungry. What's for dinner?
   Mother: Dinner!! Forget dinner young man! I want some answers!

4. Gather the students back to the large class and request that each group read their dialogue to the rest of the class. Elicit responses from the listeners about how the protagonist's drug use has affected his relationship with the person with whom he was in dialogue. The overall effect of hearing the four dialogues should emphasize the point that drug use does affect more people than the user.

OBSERVATION NOTES

Students who are in a family where drug abuse is going on may find this activity emotionally difficult. The facilitator should be alert to signs of emotional distress in students and provide an opportunity for individual counseling time if necessary.

Area II- Category K- Competency 44

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS.

COMPETENCY: I KNOW HOW THE USE OF DRUGS AND ALCOHOL MAY AFFECT MY RELATIONSHIPS WITH OTHERS.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"FRIENDS OR DRUGS?"

INTRODUCTION: Peer relationships are extremely important for middle school students. This activity is designed to help students understand how the use of drugs may alter their peer relationships in negative ways.

PROCEDURE:

1. Introduce the activity by asking the students to discuss the reasons they have friends. Elicit from the students the value they place on having friends.
2. Ask the students to make a collective list of the qualities of a good friendship. Be sure that they are not simply listing what they want from the other person but what both people give to the relationship, for example, trust and honesty. Write these responses on the board.
3. Divide the class into small groups of approximately four students each and ask them to imagine a situation in which two eighth graders have been friends for a number of years. One of the students starts using marijuana but does not tell the other person. Suggest that they make a list of how this might affect the friendship.
4. Request that the students share their responses with the whole class. Lead a discussion with the students about what would happen if one friend found out about the other friend's use of marijuana. What would happen to the ingredients in their friendship? What would happen if both friends started using marijuana? How would their friendship be affected? Suggest that the ingredients they listed earlier for a good friendship would change dramatically and that their primary friendship would be with the drug and not the person. Ask the students if they

believe that marijuana or any other drug can provide them with the ingredients they listed on the board such as honesty and truthfulness.

OBSERVATION NOTES

Students who are resistant to the idea that drugs can cause problems with friendships may need individual counseling time in order to discover the cause of their resistance.

Area II- Category K- Competency 44

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW THE USE OF DRUGS AND ALCOHOL MAY AFFECT MY RELATIONSHIPS WITH OTHERS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: NONE REFERENCE: QUEST

"HOW DRUGS CAN AFFECT RELATIONSHIPS"

INTRODUCTION: Many problems associated with drug use involve the effects drugs have on a person's emotions and relationships with others. This lesson can be used to show how drugs interfere with healthy relationships.

PROCEDURE:

1. State that today we will discuss that our emotions play an important role in our relationships with others and that drugs can interfere with our relationships.
2. Discuss with the class how the use of drugs changes peoples feelings, thoughts and behaviors.
3. Instruct students to make a list of factors contributing to healthy relationships with peers or family.
4. Students may discuss and prepare a list of ways in which drugs can change or affect relationships with peers and family.
5. Select students to role play examples of drug free relationships and relationships in which drugs are involved that were listed in step three and four.
6. Encourage feedback from students concerning their reactions to the role play activity.

OBSERVATION NOTES

Some students may indicate a personal or family problem regarding drugs or alcohol which may need to be addressed privately.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW THE USE OF DRUGS AND ALCOHOL MAY AFFECT MY RELATIONSHIPS WITH OTHERS.
TIME: 2 ONE-HOUR SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 8-9
MATERIALS: PAPER AND PENCILS

"SUBSTANCE ABUSE"

INTRODUCTION: A growing alternative to using drugs is not to use drugs or discontinue drug use. This activity will assist students to evaluate their reasons for presently using drugs or for their future use of drugs. The effects of drug usage as it relates to career choices and life styles will also be discussed.

PROCEDURE:

1. Start with the statement, "To use or not to use, that is the question."
2. Ask students to list reasons why high school students use drugs.
3. Ask students to list reasons why some adults may use drugs.
4. Ask students to list their career choices and the type of person they would like to be (lifestyle).
5. Students may compare previous lists for drug usage, career choices and life styles.
6. Encourage students to check for similarities and differences in their lists.
7. Discuss similarities and differences.
8. Have students list reasons for not using drugs. Include the legal penalties involved for substance abusing audlts and students.
9. At the end of the unit, the leader should instruct students to write papers on how drug use could affect their chosen career and life style.

OBSERVATION NOTES

Leader may see the necessity for a few students to work independently or in small groups to accomplish unit goal.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH PARENTS, STEP-PARENTS OR GUARDIANS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-9
MATERIALS: NONE

"IF I WERE A PARENT . . ."

INTRODUCTION: Students need to know that the early teens is a time in their lives when relationships with parents are often difficult because of conflicting needs. In this activity they will have an opportunity to experience how the parent of an early adolescent might feel and to expand their awareness of parent-child conflicts.

PROCEDURE:

1. With the help of the students, make a collective list on the board some of all the things that parents and seventh and eighth graders argue about.
2. Divide the class into groups of four and assign each group one of the topics on the board. They will then create a role-play situation in which parent and child disagree about this topic. The student who plays the role of the parent will be instructed to play this role as empathetically as possible and not to parody or ridicule the parent.
3. Ask the small groups to present their role plays to the large class. The class will respond to the role-play with suggestions of how adolescents could change their behavior to elicit different responses from the parent. The counselor can facilitate the discussion by asking how the students think the parent is feeling in these situations and what caused the parent to feel this way.
4. Expand on these role play situations by asking how these conflicts would be different if the parent were a single parent or going through a divorce. Explore with the students through discussion what they think are the special needs of a parent who is going through crisis.

OBSERVATION NOTES

Not all students in the class will come from divorced families, but they all will have knowledge of divorce. If some students appear to respond emotionally to the content of this activity, it might be helpful to see them individually to explore their feelings about their families.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO GET ALONG WITH PARENTS, STEP-PARENTS OR GUARDIANS.		
TIME:	1 CLASS PERIOD		
GROUP SIZE:	CLASS	GRADE LEVEL:	6-9
MATERIALS:	NONE		

"COMMUNICATING WITH PARENTS"

INTRODUCTION: The ability to get along with parents is one of the most difficult tasks an early adolescent faces. This activity will provide basic communication skills for students to use with their parents.

PROCEDURE:

1. Introduce the activity by asking students how many have had trouble communicating with their parents in the past week. Ask them to identify what they thought was the communication block. Be careful not to assign blame, but restate the idea: For example, if the student says, "My mother didn't even look up from her book"; you could say, "So when someone doesn't even make eye contact, there will be communication problems." List the communication blocks on the board.
2. Encourage the students to determine the essential ingredients to good communication. Be sure to include nonverbal as well as verbal ingredients. Emphasize the difference between "I" statements and "you" statements by role playing with a student in the class in the following two ways.

    1. "You never do anything I tell you to do. You never do your chores without me making you."
    2. "Matt, I feel really frustrated when you don't do what I ask. Ask the student to identify which statement he prefers."

3. Select a typical situation that students have identified as being a source of conflict with their parents. Ask volunteer students to role-play these situations. Get feedback from other class members about the success of the communication. Rotate through the class in order that everyone gets a chance to practice the skills. If the selected situation gets "worn out" pick another one.

OBSERVATION NOTES

The counselor may note that some students have a difficult time role playing a situation in front of the entire class. These students may be seen individually or in small groups to work on communication skills, which could also enhancing their self esteem.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH PARENTS, STEP PARENTS OR GUARDIANS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"PARENTS ARE PEOPLE, TOO"

INTRODUCTION: Students often feel that their parents are too old to understand them or their problems. This activity is designed to help students see the similarities between their parents and themselves and to diminish the differences.

PROCEDURE:

1. Ask students to list all the differences between them and their parents. Encourage them to start with physical differences (age, weight and height) and progress to more abstract personality differences (aggressiveness, temperment and generosity).
2. Ask students to make another list of similarities between them and their parents. This may be a little more difficult for them. Suggest that they first think of similar tastes (favorite foods, TV shows, sports) and then move to similar needs or values.
3. Pair students up in dyads and suggest that they compare lists. Encourage them to make any additions that they want on their own list.
4. Call students back to the large group and make a collective list on the board of the similarities between students and parents. The focus of this discussion may be that despite the obvious differences, all parents and children have similar needs (to be loved, respected, recognized, trusted).
5. Encourage students to think of ways in which they and their parents can meet these needs. Introduce the idea of "win-win" situations where both parties can get what they want. Acknowledge that formerly it was believed that there had to be a winner and a loser; however, it is now clear that all parties in a conflict may win.

OBSERVATION NOTES

If there are students who have a great deal of difficulty thinking of any similarities they have with their parents, it may be an indication of some unresolved anger. A counseling session individually with these students may be appropriate.

Area II- Category P- Competency 58

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO GET ALONG WITH PARENTS, STEP-PARENTS OR GUARDIANS.
TIME:	1 CLASS PERIOD
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 6-7
MATERIALS:	COPY OF CINDERELLA OR HANSEL AND GRETEL

"STEP-PARENTS"

INTRODUCTION: Getting along with parents or step-parents is often difficult for young people. This lesson will help them understand ways to improve relations with their families.

PROCEDURE:

1. Read either the fable of Cinderella or Hansel and Gretel. These stories tell of feeling unwanted and mistreated by step-parents. Eventually, the fictional children overcome the problems. Discuss relationship problems with step-parents in the fable.
2. Ask everyone to create a hypothetical or universal problem with a parent or step-parent. No names need be used.
3. Collect the papers and request volunteers to role play the problems and possible ways to handle them.
4. Divide the class into groups of four. Give each group four papers. From these four, the group may choose one role play situation to present to the class.
5. Take turns letting groups present role-play situations. Discuss each as time permits. This activity could be extended to a second class period if interest and time permits.

OBSERVATION NOTES

The facilitator should be alert to any students expressing hostile feelings toward parents or step-parents. These students may need individual counseling to work on individual problems.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER OR STEP-SISTER.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-9
MATERIALS: NONE

"REDUCING CONFLICT"

INTRODUCTION: Getting along with brothers/sisters, step brothers/sisters is often difficult for young people. This lesson will help young teens understand ways to improve relations with brothers/sisters, step brothers/sisters.

PROCEDURE:

1. List on the board a brainstormed composite of the many problems that siblings have in getting along with each other.
2. Ask students to choose one or more problems listed to use in a short paragraph that suggests ways to resolve the problem without hurting the people involved.
3. Encourage students to share what they have written. Elaborate on their suggestions.
4. Suggest that the class may like to role-play some of the situations if interest and time permits.

OBSERVATION NOTES

The counselor needs to make note of any students who have trouble coming up with ways to solve problems. These students may need individual counseling.

Area II- Category P- Competency 59

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER OR STEP-SISTER.		
TIME:	1 CLASS PERIOD		
GROUP SIZE:	CLASS	GRADE LEVEL:	7-8
MATERIALS:	NONE		

"SISTERS AND BROTHERS"

INTRODUCTION: During early adolescence students need help working on their relationships with siblings both older and younger. This activity will address that need while suggesting new skills to use socializations with peers.

PROCEDURE:

1. Write three headings on the board: Younger, Older, and Same Age. Ask students to think of the problems they have with siblings (or friends) who fall into these categories. Write their responses under each of the headings.
2. Divide the class into three groups. Assign one category (for example, younger) to each group. Then ask each group to list ways to deal with siblings or peers in this category.
3. Gather the class together and ask them to share their ideas in a structured fashion. The group who dealt with younger siblings will role play problem situations with this age group and then role play a possible solution.

OBSERVATION NOTES

Students who do not have siblings may indicate some distress with this exercise even though it is broad enough to include other family members (cousins) or peers. If a student has a great deal of difficulty with this exercise, individual counseling may be necessary to assess the student's level of isolation or distress.

Area II- Category P- Competency 59

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO GET ALONG WITH MY BROTHER, SISTER, STEP-BROTHER OR STEP-SISTER.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: CHALKBOARD

"THE FAMILY CIRCLE"

INTRODUCTION: Many teenagers have good social skills when they are dealing with friends and others outside of the home and poor social skills when dealing with their family. This lesson will help students focus on good social skills which they have developed and could use at home.

PROCEDURE:

1. Inform the class that they are going to be asked to come up with a short list of social and problem solving skills which they use when dealing with friends. They have ways of dealing with and looking at touchy situations so that people's feelings are not hurt and everyone remains friends.
2. Divide the class into groups of about four or five and give them five to ten minutes to come up with a list. Each group should have a leader.
3. Ask the leaders to read the lists and offer time for others to ask questions or offer comments. The teacher will list the ideas on the chalkboard.
4. Ask the group which of these ideas could be used at home with family members. Suggest that in some cases, it would be more difficult to use these skills and approaches at home. Help students see that it is often how we see a situation and feel about the people involved which causes us to react as we do.
5. Ask the class to try some new approaches with their family members and report back next time. Give each a typed list of the social skill the groups provided.

OBSERVATION NOTES

Offer follow up to anyone who feels their situation is too extreme for any of the ideas to work.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO HELP WITH FAMILY RESPONSIBILITIES.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: WORKSHEET

"SHARING THE LOAD"

INTRODUCTION: There are many responsibilities that need to be shared in families. This lesson can be used to encourage students to be more positive in accepting their share of family responsibilities.

PROCEDURE:

1. Record on the board a brainstormed list of responsibilities of family members.
2. Distribute copies of "Sharing the Load" worksheets.
3. Using the worksheet ask students to divide the responsibilities listed by whom they think should do them in their family. Remind them that some responsibilities vary depending on family structure.
4. Encourage students to read and discuss their lists. Make a note on the board of family responsibilities which the students should share. Expand on these by pointing out that all family members have certain responsibilities to each other.
5. Allow students to take their lists home to share with family members and report back any comments their family might have.

OBSERVATION NOTES

The leader needs to be alert to any student who expresses negative comments regarding family responsibilities. This student might need individual attention.

M/JH-262

SHARING THE LOAD

Who-			
What responsibilities they should they have?			

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO HELP WITH FAMILY RESPONSIBILITIES.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-9
MATERIALS: "FAMILY RESPONSIBILITIES"-ONE COPY FOR THE LEADER

"IT'S NOT MY JOB"

INTRODUCTION: Students in early adolescence are usually egocentric and need help in seeing a situation from someone else's perspective. This activity is designed to assist them to understand the role of the family from more than their own vantage point.

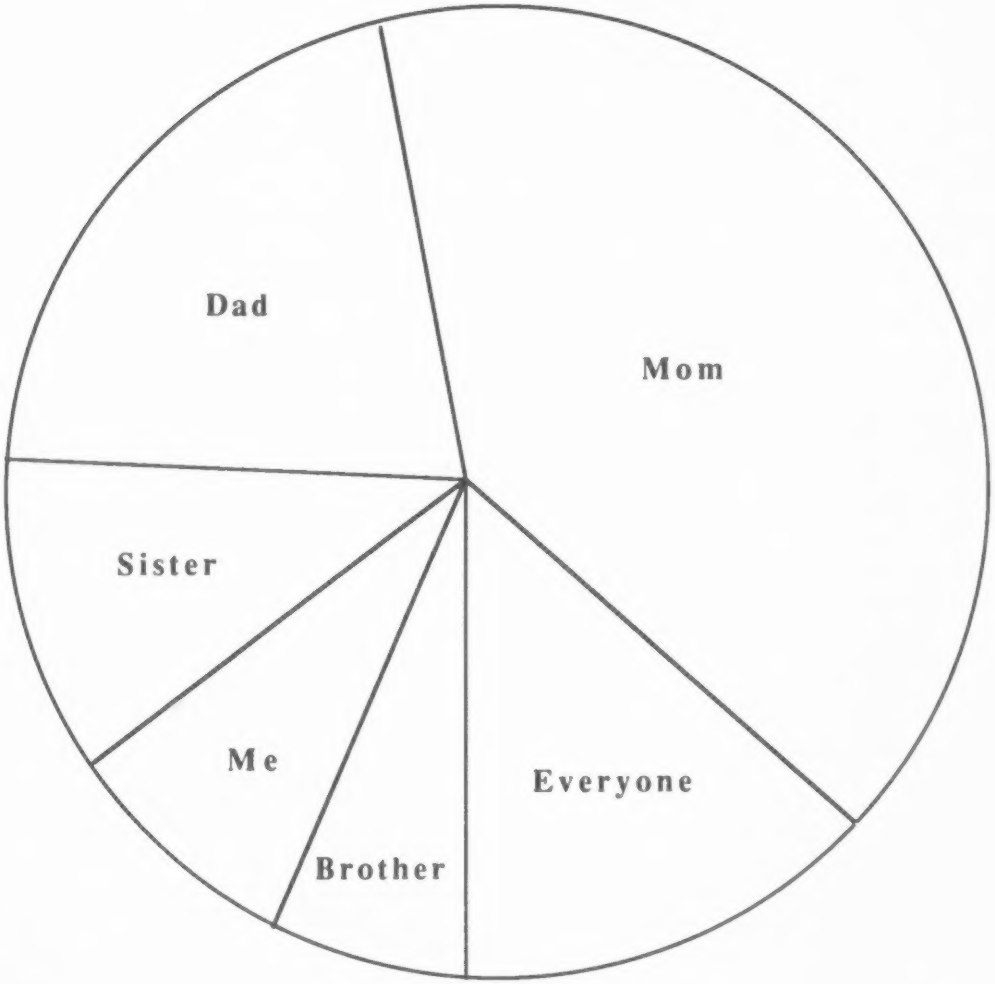
PROCEDURE:

1. Ask students to make a list of the jobs families usually do in order to maintain a home. Encourage them to be as detailed as possible. For example: List not just "shopping" but also "putting groceries away." If students have trouble generating 25 or more jobs, suggest that they think through a day in detail.
2. Request that they put a name next to every job in order to identify who does what. If everyone in the family does a particular job, then they will mark it, "Everyone."
3. Direct the students to add up the number of jobs each person does. They will then take these numbers and make a circle diagram of how responsibilities are handled in the family. See the "Family Responsibilities" sheet for an example.
4. Pair students and instruct them to share their diagrams along with any wishes they may have about how responsibilities could be divided differently.
5. Bring students back to the large class and put a diagram on the board from a ficticious family where one member is clearly working harder than anyone else in the family at household tasks. Ask students what they think the people in this family are feeling toward each other.

OBSERVATION NOTES

A few students may be uncomfortable with this activity if they have no responsibilities at home or if they are the most responsible family member. Individual counseling time with them may provide an outlet for their feelings.

FAMILY RESPONSIBILITIES



M/JH-264

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY:	I KNOW HOW TO HELP WITH FAMILY RESPONSIBILITIES.
TIME:	2 CLASS PERIODS-1 WEEK APART
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 7
MATERIALS:	5LB. BAG OF FLOUR/SUGAR FOR EACH STUDENT, BLANKETS, BABY CLOTHES, BABY ITEMS IF DESIRED, WORKSHEET "BABY AND ME"

"BABY AND ME"

INTRODUCTION: Young people need to be aware of the responsibilities involved in taking care of a new baby. This lesson will provide some practical insights into these responsibilities.

PROCEDURE:

1. Lead the students in a discussion of the responsibilities associated with a new baby.
2. Distribute the worksheet "Baby and Me" to students. This worksheet is designed to determine how much the student already knows and what is not yet known about child care.
3. Encourage students to write their ideas and comments on the worksheet.
4. Allow students to share their answers with the class or in small groups. Discuss as time permits.
5. Assign one bag of flour/sugar to each student as a pretend "baby." Instruct them to take care of the bag as if it were a real baby at all times for the next week. They must have someone "babysit" at anytime they cannot care for the "baby." The students should take time out each day to "feed," "change" and "bathe" the "baby." The students will be asked to report back to the class in one week on their experience. Keep a daily log on experiences with "baby."
6. At the end of the week, allow students to share their experiences and discuss their feelings regarding the responsibilities of their "baby."
7. Ask students to write a summary of their week with their "baby."

OBSERVATION NOTES

The leader should make note of any students who took the week with "baby" as something of a joke. They may need individual guidance on the serious responsibilities involved with parenting.

M/JH-266

"BABY AND ME"

1. How often should you feed a new baby?

2. How often should you change diapers for a new baby?

3. When do you anticipate you would need a babysitter for the baby?

4. Who might be willing to babysit?

5. What changes would you have to make in your lifestyle to care for a baby?

6. What would you have to buy for the baby? Estimate the cost of each item.

Area II- Category P- Competency 61

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW SOME THINGS THAT CAUSE PROBLEMS IN FAMILIES (MOVING, DIVORCE, DEATH, OR UNEMPLOYMENT).
TIME: 2 CLASS PERIODS
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-9
MATERIALS: NONE

"LESS MISERABLE/THERE'S A SOLUTION TO PROBLEMS"

INTRODUCTION: Sometimes middle school students feel completely overwhelmed when faced with problems. They are usually the family members that no one listens to when problems in these areas develop. This would be a good lesson to heighten self-esteem when knowledge concerning these problems is obtained.

PROCEDURE:

1. Divide the class into four groups. Assign one problem to each group (divorce, death, moving, or unemployment).
2. Tell the students to list as many problems as they can think of that would or could result from their particular problem area. For example, list some of the problems a family faces when there is a death in the family.
3. Depending on the number of possible problems that are listed by the group, ask members of the group to select one or two problems. They will be responsible for finding a helpful solution to that or those problems. This is a homework assignment.
4. Tell the students to find as many solutions as possible for their problems. Ask them to state the resource that they used to find their solution as well as the solution itself.
5. Make a list of several possible resources on the board and ask for any suggestions that students might want to add to the list.
6. The next day give each group an opportunity to present their problem. Ask them to state all of the anticipated problems that they listed for their area as well as the solutions and

resources used. Tell each group to select a recorder that will be responsible for compiling all of their resources and solutions after stating their problem at the top of the paper. This is to be turned in to the teacher.

7. Tell the students that each problem areas, solutions and resources will be given to them in the form of a study guide, and they will be tested on the material at a later time.

OBSERVATION NOTES

The purpose of the test is to familiarize students with the other three areas that their group did not work on.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW SOME THINGS THAT CAUSE PROBLEMS IN FAMILIES (MOVING, DIVORCE, DEATH, OR UNEMPLOYMENT).
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-9
MATERIALS: FOUR LOCAL TELEPHONE BOOKS

"DEALING WITH CRISIS IN THE FAMILY"

INTRODUCTION: It is important for students not to feel paralyzed when a crisis hits their family. Even though they would not be solely responsible for dealing with the difficulties, they will benefit from thinking about the steps that a family must take to handle serious problems. This activity will provide an opportunity for that sort of forethought.

PROCEDURE:

1. Divide the class into four groups and give each group a different crisis scenario. These can be written on three by five cards. For example, one dealing with divorce might say, "Your parents have just told you and your younger sister and brother that they have decided to divorce and that dad will be moving out of the house next week. He will be getting an apartment in a nearby town and wants to know if you want to come and live with him. He has not asked your sister and brother. What do you do?" Each card could deal with a different crisis area.
2. Tell the students that their job is not to solve the problem but to figure out how to find help with the problem. Emphasize that these are multi-faceted problems that affect the whole family. Who would they ask for help? How would they find this person or agency? Make sure that each group has a phone book and suggest that they think of as many sources of help as possible.
3. Ask the groups to make a list of names and phone numbers of the people and/or agencies they would contact.

4. Gather the students back to the large class. Ask each group to report on their findings. The other groups can ask questions or make additional suggestions.

OBSERVATION NOTES

There may be students in the class who have recently gone through one of these crises. If they seem to be emotionally distressed in the discussion, it would be wise to see them individually in a counseling setting.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO FIND HELP WHEN MY FAMILY HAS PROBLEMS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 7-9
MATERIALS: 8 1/2 X 11 PAPER

"FAMILY PROBLEMS"

INTRODUCTION: Students need to become aware of effective means of improving communication. By improving their communication skills students can enhance their relationships with family and peers.

PROCEDURE:

1. Encourage the group to list as many family problems as they can. Write the list on the board.
2. Lead a discussion on these problems. Emphasize that many problems are similar because they deal with lack of communication.
3. Divide the group into pairs. Each pair's task is to choose two family situations that are of a concern them. The students will need to write the concerns on one side of the paper.
4. Directly across from the concern, in the middle of the paper, students will need to write how they will respond to the situation. Their response will need to start with "I understand."
5. Instruct the students to consider how the person will respond with good listening skills. Ask them to put this response on the far right hand side of the paper.
6. Require each group to present their two situations to the larger group. Each pair will need to explain why they chose the responses they did.

OBSERVATION NOTES

Students who still seem confused about effective communication skills may need more individual clarification.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: LEARNING ABOUT FAMILY RESPONSIBILITIES

COMPETENCY: I KNOW HOW TO FIND HELP WHEN MY FAMILY HAS PROBLEMS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 7-9
MATERIALS: PAPER AND PENCIL

"THE WISH FOR FREEDOM"

INTRODUCTION: As children get older they want more freedom. They want to be treated with respect and given more responsibility by their parents. This lesson is designed to help seventh graders develop a responsible approach to gaining greater trust and freedom from their parents.

PROCEDURE:

1. Help the students focus on their need for freedom, trust and responsibility from their parents and how this conflicts with their parents' needs. For example, students might want to stay out later on weekends, but parents might want the students to be home early in order to go to church the next morning. It would be helpful to point out that difficult family situations can cause these conflicts to be harder to resolve because they become part of bigger issues.
2. Set up role-playing situations which students suggest and have the group react to the role-playing. Offer ways to improve the outcomes with different approaches.
3. List the best approaches offered and points made during the role-playing on the chalkboard.

OBSERVATION NOTES

As a follow up give the students a typed list of ideas from of their role-playing experiences. Ask if anyone tried any new role-playing approaches with their family and how they worked.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY:	I KNOW HOW TO APPLY FOR A JOB.
TIME:	2 SESSIONS- 45-50 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 9
MATERIALS:	JOB APPLICATIONS FROM VARIOUS EMPLOYERS

"APPLY YOURSELF"

INTRODUCTION: This lesson will show students how to fill out a job application in order to get a summer or a part-time job. It is a follow-up lesson to "Wanted: Summer/Part-time Jobs".

PROCEDURE:

1. Introduce the lesson by explaining to the students that today they will learn how to apply for a job. Emphasize that a job application may determine whether or not they obtain a certain job. Explain that all applications should be neatly written or typed. This is the prospective employer's first impression of them; neatness, as well as grammar and mechanics, count. State that it is also important to be as honest as possible. If the students have previous work experience, they should list those employers first. If the students have no previous experience, they should list people who know their work habits; teachers, coaches, and counselors make good references. Suggest that the students should ask the people if they will serve as references before listing them on the application.
2. Pass out the applications. Request that the students fill out several for practice. Collect these applications to identify any students who may need individual help.

OBSERVATION NOTES

Work individually with students who may want to bring in an application for a job for which they wish to apply personally.

Area III- Category E- Competency 16

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I KNOW HOW TO APPLY FOR A JOB.
TIME: 2 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: WORKSHEET-"JOB POSSIBILITIES", APPLICATION FORMS AND INTERVIEW CHECKLISTS

"JOB POSSIBILITIES"

INTRODUCTION: The world of work is full of promising possibilities. Learning how to apply for a job is the first step in getting involved in the world of work. The purpose of this lesson is to teach students some of the best ways to find a job designed for adolescents.

PROCEDURE:

1. Begin the lesson by making a list of realistic job possibilities for youth on the chalkboard. Next, discuss how students would apply for each of these jobs. Some examples of jobs are babysitting, cutting the lawn, working at a fast food restuarant or working at a store.
2. Divide the class into small groups of 4-5 students. Each group will be given a set of newspaper help-wanted ads, phone books and job descriptions from Youth Employment Service thru the state of Missouri. Working together, the group helps to make a list of at least ten job leads. They should also include the name of the organization or person who is hiring employees, the phone number, the address and the hours to apply. Allow most of the class period for working on the lists. Emphasize to the students that each individual may put together a different list of job possibilities.
3. Reconvene at the end of class to discuss the different types of job possibilities students have developed. Inform students that part two of this lesson will focus on taking action in finding a job by using these worksheets.

4. Give each student a folder in which to keep the job possibilities worksheet. Encourage students to add to their worksheet by talking to others and looking outside of class for further possibilities.
5. Session Two- Begin the lesson by passing out the application worksheets to students. It would be helpful to have an example of an application form on an overhead projector to use while working with the class.
6. Go through the forms with the class discussing each part of the application form with students. Stress the importance of filling out an application form which is complete and honest. Take time to answer questions about the application form as students work on them.
7. The next part of the lesson involves teaching students what to expect in job interviews. Pass out the Interview Checklist and discuss the various questions asked on the checklist. Encourage students to ask additional questions about the interview procedure.
8. Divide the class into two groups: Group One is the employers and Group Two is the employees. Invite each student to pair off with another member from the group and role-play an interview situation using the employee's application form and the employer's interview checklist. After ten or fifteen minutes, the students may trade places to experience the opposite role. After role-playing, encourage students to share information about the situations that will help when students are actually job hunting. Some examples of this are speaking directly to the interviewer, answering questions completely and acting interested in the job opening.
5. Students can put their application forms and interview checklist into their folders. Encourage students to refer to the information in their folders when they begin to job hunt.

OBSERVATION NOTES

This lesson is designed to teach students some of the best ways to find a job, how to complete a job application form and what to expect in a job interview situation. Students who appear to be confused about looking for jobs may need further clarification as to what jobs are appropriate for adolescents. Some students may need individual help in completing a job application. To help with the fear of job interviews, the counselor or teacher may want to schedule a mini-workshop on preparing for job interviews.

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JOB POSSIBILITIES

Please help each other locate some job possibilities from the want-ads, phone book and employment cards. Fill out a section below for each project you are expected to complete.

1. Name of organization:
   Department head (manager):
   Phone number:
   Address:
   Hours of applying:
   Source:
   Type of job:

2. Name of organization:
   Department head (manager):
   Phone number:
   Address:
   Hours of applying:
   Source:
   Type of job:

3. Name of organization:
   Department head (manager):
   Phone number:
   Address:
   Hours of applying:
   Source:
   Type of job:

4. Name of organization:
   Department head (manager):
   Phone number:
   Address:
   Hours of applying:
   Source:
   Type of job:

5. Name of organization:
   Department head (manager):
   Phone number:
   Address:
   Hours of applying:
   Source:
   Type of job:

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INTERVIEW CHECKLIST

Date:____________________

Your name:_________________

Your interviewer's name:__________________________

Company name:_______________________

To be filled out immediately after the interview:

1. Did you arrive on time? Yes__ No__
2. Did you offer the interviewer a firm handshake? Yes__ No__
3. Were you friendly with the people you came in contact with? Yes__ No__
4. What did you wear?__________________________
5. Did you introduce yourself to the interviewer? Yes__ No__
6. Did you state your job skills? Yes__ No__
   If yes, what skills did you mention?
   ____
7. Did the interviewer discuss anything from your personal background? Yes__ No__
8. Did the interviewer comment on any of your skills? Yes__ No__
   If so, what was said?__________________________
   ____
9. Did the interviewer discuss any special problems you may have, such as handicaps, transportation problems, or time constraints? Yes__ No__
   If yes, what problems were discussed?___________
10. Did you look at the interviewer while you spoke? Yes__ No__
11. Did you show good posture with no nervous mannerisms? Yes__ No__
12. Did you state your desire for work and your interest in the company? Yes__ No__
13. If you need only part-time or temporary, did you make that clear? Yes__ No__
14. Did you remember to thank the interviewer when you finished the interview? Yes__ No__
15. Did the interviewer tell you when a decision about the job will be made? Yes__ No__
    If so, when will you know and when do you need to have a follow-up interview?
    ____

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I KNOW WHAT EMPLOYERS EXPECT OF WORKERS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 6-9
MATERIALS: SUPERVISOR'S SHEET

"EXCUSES, EXCUSES, EXCUSES"

INTRODUCTION: Students develop habits early that later affect their performance on the job. One of the major categories for complaint by employers regards the attendance and tardy patterns of employees. Helping students develop good attendance records and learning to be punctual are skills that will help ensure long-term employment later in life.

PROCEDURE:

1. Explain to the students that they are invited to participate in a role-playing activity. There are several parts that need to be played. One role is that of a supervisor in a company department. Students can take turns playing the part of the supervisor in this activity. Other roles are different employees that present different problems for the supervisor to handle. ALL STUDENTS WILL BE GIVEN THE OPPORTUNITY TO MAKE DECISIONS REGARDING THE ACTION OF THE SUPERVISOR.
2. The teacher should write the following policy on the board for students to review at all times. Read the policy aloud to the students before starting to role play.

   Policy #3-265. Good attendance and time performance are required. Any employee with more than three consecutive days of absence must complete a medical form and bring a doctor's note. Tardies are counted as not being in the office performing your duties at the official start of the day-8:00a.m. Lunch is thirty minutes assigned time by the supervisor. Ending day is 5:00p.m. (See overtime and compensation policy for exceptions).

3. Explain to the students that the game is called EXCUSES because all of the incidents that occur are about common excuses people make for being late or absent from work. The teacher may want to have some discussion at this time regarding the importance of being on time, the need for people to be consistent in attendance at work, and the importance of every employee being treated the same regarding work expectations. The teacher may want to discuss the similarity of work expectations and school expectations for being on time and being consistent in attendance.
4. The rules of the role playing game should now be explained.

   One student is selected to play the role of the supervisor. The supervisor is given the role playing card identified as Supervisor's Sheet for the activity. As each student role-plays the supervisor, the card with the instructions is passed to that student to study. The supervisor role is always the same.

OBSERVATION NOTES

Some students may bring out personal incidents or family situations about absence from work or being fired from a job because of tardies. A student may need to talk about these hurtful or embarrassing situations on a private basis. Time should be provided to help the student resolve any disturbing experiences.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I KNOW WHAT EMPLOYERS EXPECT OF WORKERS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 6-9
MATERIALS: SUPERVISOR'S SHEET

"EXCUSES, EXCUSES, EXCUSES"

INTRODUCTION: Students develop habits early that later affect their performance on the job. One of the major categories for complaint by employers regards the attendance and tardy patterns of employees. Helping students develop good attendance records and learning to be punctual are skills that will help ensure long-term employment later in life.

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OBSERVATION NOTES

Some students may bring out personal incidents or family situations about absence from work or being fired from a job because of tardies. A student may need to talk about these hurtful or embarrassing situations on a private basis. Time should be provided to help the student resolve any disturbing experiences.

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SUPERVISOR'S SHEET

Front of Card

You are the supervisor. A problem exists with one of your employees. You have asked the person to come into your office and discuss the situation with you. You are to be kind and understanding with this person. This in no way changes the fact that you are required to follow strictly the policy of the company in making your decision. The company policy should be stated to each employee in the meeting to make sure that the person understands the rules that were reviewed at time of hiring. (See back of card for what you are to say).

Back of Card

You are to say: "Good Morning Mr./Ms. ____________________ . I have called you to my office to discuss your attendance and tardy problem. Before you explain your situation to me, I want to make sure you understand the company rule that we are discussing is Policy #3-265.f.

"Now, Mr./Ms. ___________________________ ,

M/JH-277

Employee Card #1

This employee is just like the student in school who has good attendance but never wants to get started on their work when the bell rings. The student is always finding excuses to keep from doing what they are supposed to do. This employee makes the coffee, talks, helps other employees do their work and finds many excuses to not be at one's desk on time. Can you play this part? Ask your teacher for help if you do not understand.

Employee Card #2

This employee is just like the student who often misses school four or more days in a row. This person is just like the student who wants the teacher to give them extra chances to make up their tests and who wants to borrow other student's notes. This employee always has a good reason for being gone. Examples: car was in the shop for repair; children had the measles; had to take care of a sick neighbor. These people want everyone else to help them make up their work and get an extension of time on a special project that was due. Can you play this part? Ask your teacher for help if you do not understand.

Employee Card #3

These employees are just like the students who take a longer lunch period than is allowed. They are like the students who comb their hair in the bathroom after the bell or stay longer than they should at their locker. These employees are suppose to have a 30-minute lunch period from 12:30-1:00 p.m. They are rarely back at their desks before 1:15. They are always extending their given time for lunch and do not understand why this is so wrong. They often stay after 5:00p.m. to finish their work without being asked to stay. Can you play this part? Ask your teacher for help if you do not understand.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I KNOW WHAT EMPLOYERS EXPECT OF WORKERS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"I'M JUST A FEW MINUTES LATE!"

INTRODUCTION: Students often have a difficult time understanding that habits or behaviors formed in their early years are reflected in their adult lives. One bad habit that is a serious problem to employers regards tardiness. Behavior that supports chronic tardiness needs to be immediately addressed. Disciplinary action treating the effect is not enough. Students must be made aware of the "causes" for this behavior. They must be taught to understand the reasons why it should not be tolerated throughout their lives in employment, appointments, social events, and home environment.

PROCEDURE:

1. The leader will conduct a discussion using the following:

   a) If school begins at 8:00 a.m. and a student arrives for school at 8:03, is this person on time or late? If this student were allowed to be "on time", then what would be the official time for all students to begin school?
   b) If a teacher has a class policy of students being tardy if not in their seats when the last bell rings, and a student is standing at a seat, is this person tardy? What about somewhere in the room? What about just outside the door? What about in the restroom without permission?
   c) Can students understand how habits of "bending" the rules or "changing" the rules for a few create problems of unfairness for the majority who follow the rules? Can students understand why administrators, teachers, employers, parents or anyone

placed in authority have a difficult job making decisions that support the rules that everyone is supposed to follow?

d) Can students understand the message that anyone who is late conveys to those present? The message is: I DON'T THINK THIS ACTIVITY, WHETHER SCHOOL, WORK, TEAM MEETING, OR OTHER, IS IMPORTANT ENOUGH FOR ME TO BE ON TIME. I AM SO IMPORTANT THAT I CAN SET MY OWN RULES AT YOUR EXPENSE! YOU CAN WAIT FOR ME BEFORE BEGINNING! Can students think about past experiences that they have had where they have been annoyed because people came in late or the activity was not started on time because someone was not there? Conduct class discussion.

2. Some class activity suggestions are as follows:

   a) Ask students to write a short story about an experience they may have that annoyed them when someone was late. Perhaps a baseball game was delayed or a movie did not start on time. People coming in late to a theater interrupt the show with noise. Waiting for a family dinner because someone did not come on time is frustrating.
   b) Ask students to keep for a week a log of all the times or numbers of people they see being late for something and share their log results with the class.
   c) Ask students to interview an adult outside their family. Ask what happens at their place of work if someone is tardy or late often. Are there company policies on being late or absent? Do people lose their jobs because of the bad habit? They could put their interview in the form of an oral presentation to the class or a written report that could be read to the class.

OBSERVATION NOTES

The leader should be aware of students who become angered or who do not relate to this class activity. This lesson utilizes certain values for concept learning. If a student does not grasp the point of this lesson, the leader may want to provide some individual counseling time for discussion of personal issues or experiences causing confusion.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY:	I KNOW HOW TO LOOK FOR A PART-TIME AND SUMMER JOB.
TIME:	1 CLASS PERIOD
GROUP SIZE:	CLASS GRADE LEVEL: 6-9
MATERIALS:	"BRYAN'S BORED"

"SCHOOL IS OUT AND BRYAN'S BORED"

INTRODUCTION: The world of work offers many side benefits for people. These are often taken for granted or are not known until unemployment teaches the lesson. It is important for students to think about some of the "intrinsic" rewards that come from having a task, duty, or job outside the home environment. Far too often, "extrinsic" rewards are all that are seen or are apparent to the young worker. This class session is designed to stimulate conversation about the intrinsic benefits associated with working. Understanding these benefits can make even the most repetitive tasks more tolerable. Understanding the concept of working for "more than just money" can improve feelings of self-worth, increase self-esteem, develop motivation to attain excellence, create better attitudes, and develop a cooperative worker. Students may begin to see how identity and self-worth are associated with work.

PROCEDURE:

1. As a homework assignment, ask the students to read the worksheet and ask them to be prepared to participate in a group activity during the next class period using the information in this handout.
2. Spend the first ten minutes of the class period reviewing the handout. Some students may not have read the assignment and the review period will bring everybody in balance for small group discussion.
3. Divide the class into groups of four or five students. Assign one student in each group to be the recorder of ideas. Ask the students to discuss what they think might be some of the ideas Bryan's dad might have for him. Ask the recorder to write them down on a sheet of paper. Allow 15 minutes for small group discussion. Then have each recorder announce the ideas

their group thought of for Bryan. The teacher should write these ideas on the board for review. The teacher should be looking for ideas centering around volunteer work that will make students feel as though they are needed. The teacher wants the students to see that Bryan needs to feel he is doing something of value for somebody. Bryan is too young to work for pay, but he could spend his time assisting people who could use some help. Some suggestions might be:

a) Calling a senior citizen's group or the church and asking if there are any retired or elderly persons who need someone to do small jobs around the house.
b) Volunteering to help at a small store, nursing home, or day care center a couple of hours several days a week.
c) Being a reader for someone who is blind or recovering from an illness where they temporarily cannot read.
d) Volunteering to help at a day camp. Bryan could help with the sports program getting equipment ready, getting out the base bags, etc.
e) Taking care of somebody's pet or flowers while they are on vacation.

4. The teacher should lead class discussion regarding all of us having a need to feel we are of worth. Talk about what it feels like to know you are helping someone. Discuss the thought that people work for money, but they also work for other reasons. Discuss what some of those reasons might be. Examples are:

a) feel you are making or selling a product that is really needed by people like medicine, food, or clothing
b) provide a service that has to be used by people in a community like fire protection, emergency room technician, telephone repairman, garbage collector
c) provide a skill that other people in the office know you do very well like writing good reports or doing the most accurate work

5. The teacher could use several additional class periods and make this into a unit. Additional activities could include writing a paper on a particular experience where students felt "good" because they helped someone that needed them. Students could read their papers to the class, or they could be put on display. Students could interview someone outside their family and

ask them to explain some of the reasons they like to work in addition to making a salary. What makes them feel good about what they do at work? They could report back to the class in written or discussion form what they discovered from the interview.

OBSERVATION NOTES

Students who show poor work attitudes may need special help.

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"BRYAN IS BORED"

SCHOOL WAS OUT! Ever since Easter vacation, Bryan had been counting the days until school would end. It wasn't as though Bryan disliked school; he did better than average work in all of his classes. But, what a wonderful feeling to be free and have nothing to do that wasn't FUN!

Well, almost everything was fun. He was forced to pick up his room only when his mother declared it a health hazard. He had some chores like mowing the yard, pulling weeds, watering the flowers and taking out the garbage. There were a few other odds and ends if he were caught watching too much television, but MOST OF THE TIME WAS HIS!

About three weeks into the summer, Bryan had his fun routine established. He would get up for breakfast with his big brother. He really liked being around him. Ron had to be at work at 7:45 a.m. He worked for the newspaper in the print room. He also went to the local college during the school year. In the summer, he just worked and enjoyed playing on a softball team. Bryan didn't get to be with Ron as much as he would like.

Bryan's dad left with Ron. They drove together in the summer months. Bryan's mom hurried around cleaning up from breakfast and straightening up the house so she could be off to work by 8:30 a.m. She was a dental assistant to Dr. Johnson in the shopping mall a couple of blocks away. Bryan always did his chores early so that the rest of the day was his. He usually was ready to hop on his bike by 10:30 a.m. His first stop was always Pete's house. They were buddies. They almost always ate lunch together and spent the afternoon playing baseball or going to the city swimming pool. And so it went...day after day.

About three weeks into this summer, a strange thing happened. Bryan began feeling different about his summer. He wasn't nearly as excited about hanging around with Pete. In fact, everything they did from video games to swimming was getting to be the same. He wished that something exciting would happen! His friends at the pool were the same every day. Sometimes baseball was changed to basketball or soccer, but the games all seemed the same. He found himself sitting at home in the morning watching more and more television. He just didn't seem to have any energy.

Ron took Bryan for a pizza one night. Ron asked Bryan if there was anything bothering him, because he had noticed he didn't seem the same. Bryan told him about how things just weren't quite as

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much fun as usual. He just didn't seem to enjoy summer as much as last year. Ron smiled at his younger brother and said, "Well, it sounds to me like you are growing up, Bro. You need to do something more meaningful with your life! You are bored!"

Bryan thought about this for a minute. Could it be true? Was he growing up and needing something else? But what could he do? He wasn't old enough to get a paying job like Ron. He didn't even want to do that! Work would be too much like being in school. Ron suggested that he talk to their dad about some ideas. Dad was good at figuring out problems.

Bryan found the right time to talk to his dad several nights later. If you were able to listen to this conversation, what do you think Bryan's dad might be saying to him? What do you think were some of the suggestions he might have for Bryan?

AREA: EDUCATIONAL ANDVOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY:	I KNOW HOW TO LOOK FOR A PART-TIME AND SUMMER JOB.
TIME:	1 CLASS PERIOD
GROUP SIZE:	SMALL GROUP GRADE LEVEL: 6-9
MATERIALS:	YELLOW PAGES-SEVERAL COPIES AND HANDOUTS OF "SAMPLE INDEX" AND "SAMPLE ALPHABETICAL LISTING" PAGE AND "A JOB FOR LEONARD"

"USING THE YELLOW PAGES FOR JOB LEADS"

INTRODUCTION: This lesson will provide opportunities for students to apply basic reference skills to objective in the area of Reading/Language Arts; use reference materials and sources to obtain information to solve problems. Specifically, this lesson will provide an opportunity for students to practice using the Yellow Pages to obtain information about careers.

PROCEDURE:

1. Arrange students in small groups. (The number of groups will be determined by the number of Yellow Pages directories available.)
2. State that the Yellow Pages could be an additional supplementary source of information when job hunting. Within this directory are listed most of the businesses and industries in your community. Today we will focus only on the index and the alphabetical listings as a means of developing job leads.
3. Distribute handouts of the sample index and alphabetical listing.
4. Examine the sample index with the students. Note the following:

   a) All entries are in alphabetical order.
   b) All entries have a page number or numbers.
   c) Some entries have subtopics which break larger categories into more specific ones.
   d) Some entries have a note that begins "See," which tells you where else you might look for more information.

5. Invite students to make a list of the page numbers to be referred to later.
6. Direct the students' attention to the sample listing portion of the handout. Note the organization of the information and the type of information given.
7. Distribute copies of "A Job for Leonard."
8. Read the text material orally and identify the facts with students.
9. Allow students to work in groups in completing the activity provided.
10. Invite students to share the completed activity with the entire group.
11. As a follow-up activity, encourage the students to identify some skill or interest area to be used in developing job leads for themselves.

OBSERVATION NOTES

Some students may experience difficulty in identifying a skill or area of interest to be used in developing job leads. The counselor may wish to develop a list of jobs that commonly are done at home or in the neighborhood. These jobs should be directly transferable to the world of work. Some examples are painting, lawn care, wall paper hanging and baking pastries.

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Sample Index

Bibles 199

Bicycles-Dealers 199, 200

Bicycles-Renting 200

Bicycles-Repairing 200

Bicycles-Wholesale
& Manufacturers 201

Bid Reporting Service SEE
Construction Reports 333

Bill & Coin Changing Machines SEE
Coin & Bill Changing Machines 320

Billiard Equipment &
Supplies 201, 202

Billiard Parlors 202

Billing Machines SEE Accounting
& Bookkeeping Machines &
Supplies 3, 4

Sample Alphabetical Listing

BICYCLES-REPAIRING
A-1 Bicycle Sales & Service
    10211 Manchester 821-0216
A & M Cycle Co. 4282 Arsenal 776-1144
Baden Bike Center North
    8209 N. Broadway 385-0364
Bel-Nor Bicycle
    8400 Natural Bridge 383-6500
Bicycle Center
    All Makes Repaired
    Schwinn & Raleigh Dealer
    3 Blks. N. of Clayton Famous
    7401 Pershing 727-8458
Bicycles of Kirkwood
    See Our Ad Bicycles-Dealers
    112 N. Kirkwood Rd. 821-3460
Big Bend Bikes
    8748 Big Bend Blvd 961-7331
Bike Import Inc.
    6273 Delmar 727-8039
Bike Pedalers The
    2241 S. Brentwood Blvd 961-6213
Bikes Etc.
    16 Village Plz. 464-0853
Bikes Unlimited
    6008 Southwest 781-4291
Chesterfield Cyclery
    At Clayton Rd.
    520 Baxter Rd. 227-3700
Crestwood Cyclery
    Just West of Crestwood Plaza
    10019 Hwy. 66 822-2226
Creve Coeur Cyclery
    1 1/2 Miles West of I 270
    12995 Olive Street Rd. 434-9911

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"A JOB FOR LEONARD"

Leonard loves to fix things; he is especially good at repairing bicycles. Everyone in the neighborhood looks him up when something goes wrong with their "10-speeds." He does everything from fixing flats to rebuilding bikes from discarded parts he acquires. He does such an excellent job that he's been able to sell two of these bikes at $30.00 each.

Leonard needs a summer job. He wants to work someplace where he can do what he likes - repair bikes. He starts off in the Yellow Pages.

* Use the sample index and listing pages provided to answer the following questions.

1. Under what index heading would Leonard look? ______
____

2. What sub-topic would be best for his purposes? ______
____

3. To what page would he turn for the specific companies?
____

4. Looking at the listing page, how many companies are listed under the heading "Bicycles - Repairing"? _______
____

5. Which company states that they repair all bicycle makes?
____

6. When calling the companies listed, what are three (3) possible questions Leonard might ask? ______________
____
____

7. Knowing all of Leonard's skills, what other sub-topic for bicycles could he possibly check as needing a bicycle repair person? (State why.) ______________________
____
____
____

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I KNOW HOW TO LOOK FOR A PART-TIME AND SUMMER JOB.
TIME: 2 SESSIONS (1ST-5 MINUTES, 2ND-45-50 MINUTES)
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: SEVERAL CURRENT WANT-AD SECTIONS OF A NEWSPAPER

"WANTED: SUMMER/PART-TIME JOBS"

INTRODUCTION: In order to find a summer or a part-time job, students need to be aware of jobs that are locally available. This unit may be used to begin a unit on the career search process.

PROCEDURE:

1. Ask the students to write their name on a piece of paper. Request that the students list two jobs below their names that they would like to do after school or over the summer. Explain to them that this will be used for a future lesson.
2. Collect the papers from the students. Attempt to pair the students by job interest. Use this information to generate a list of student pairs for tomorrow's lesson.
3. The second day, arrange the students in the assigned pairs. Pass out copies of the classified/want-ad section of the newspaper to each pair.
4. Ask the students to look through the want-ads to find five jobs in which they would be interested and for which they are qualified. Ask them to circle possibilities.
5. After the pairs have finished selecting, assemble the group to discuss and exchange possibilities.
6. Encourage the students to inquire into several of the opportunites they selected. Information obtained by the students will be used for a future lesson.

OBSERVATION NOTES

The most timely placement of this activity would be in the early spring. A suitable follow-up lesson would be "Apply Yourself".

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I KNOW WHAT JOBS ARE AVAILABLE LOCALLY.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: WORKSHEET-"THE JOB SCAVENGER HUNT"

"WHAT'S YOUR LINE?"

INTRODUCTION: Students often have a difficult time communicating with adults. Adults in supervisory or work roles that are not teachers, relatives, or parents are often more difficult for students to handle. Developing activities to allow students "safe" experiences in communicating with strangers or adults can develop basic skills for later interviewing situations.

PROCEDURE:

1. Begin the class discussion by asking students to describe their experiences talking with adults other than their parents. Who would some of these people be? Examples might be: doctor, dentist, lawyer, minister, policeman, crossing guard, camp counselor. Write their answers on the board.
2. Ask students to share what it felt like talking to someone who was an adult. What physical symptoms were present? Did they have sweaty hands? Did they shift from one foot to the other? Did they stutter or stammer? Did they feel uncomfortable, scared, or apprehensive? Did they feel sick to their stomach? Did they talk more softly than normal? Was their conversation limited to yes or no answers or could they express themselves?
3. Explain to students that any fears they may have of speaking to adults in authority are very normal. Explain to students that practicing unfamiliar experiences eases the fear of any situation. Discuss some examples like:

   a) jumping off of something high for the first time
   b) flying in an airplane

c) being left alone for the first time

4. Ask students to describe some of their experiences where they were first afraid to try or do something and with practice found the experience or situation no longer fearful.
5. Give each student the worksheet. Explain to them that this activity will help them to learn how to speak to adults and will help them learn more about the different types of jobs in their local area.
6. A time limit of two days or a week for completion of this activity is left to the judgement of the teacher. The teacher could divide the class into two teams and give a point to the team every time a student turned in their scavenger list completed.

OBSERVATION NOTES

Students who have no role models with work experience may be apparent. These students who therefore lack a sense of the work ethic may benefit from referral to Summer Youth Employment Program.

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"JOB SCAVENGER HUNT"

Instructions: There are ten activities for you to complete on this hunt. All of the activities require you to communicate with adults and talk about jobs in your area. There are no "right" answers...just answers. Write your answers on a separate sheet of paper and follow the leader's directions for team points or credit. Have fun being creative and learning about the world of work!

1. Select one block in the business district of your town or local area and list the exact names of all of the company's located in that block.

2. Draw five company logos or product symbols found in your local area. Example:

   A feed store might sell Ralston Purina products and have a Checkerboard Square by their company name. You would list the company name and draw a checkerboard square. Maybe there is a Dairy Queen in your area. Could you draw the symbol for this store? What about Shell Oil Company's logo?

3. Target a favorite store in your area to ask permission to interview the store manager or another supervisor about the kinds of jobs people do in the store. List the titles of some of these jobs. Example:

   A grocery store might have Checkers, Stock Clerks, Bookkeeper, Produce clerk, Butcher, Meat Wrapper, Pharmacist, and Bagger.

4. Interview a person other than a member of your family and ask him/her to describe five things he or she does on their job. List the person's name, company name, person's job title and duties on your paper.

5. List a company name that begins with either the letter "A", "B" or "C". Example:

   Antron Corporation, Bob's Transmission, or Cooper's Siding Company

6. Talk to one policeman or one minister and ask him how long he has been working at his current job. Ask him to describe one thing he likes about their job. Write his answer on your sheet.

7. Look up the names of five companies in the yellow pages of your phone book. List what they sell or do.

8. List five jobs open in the classified ads of the newspaper this week.

9. Ask any adults other than a member of your family what was their first job for pay (part-time or full-time) and list their names and jobs on your paper.

10. If you could have any job of any person in your area, what job would it be? List the job and the name of the company you would like to have.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I KNOW WHAT JOBS ARE AVAILABLE LOCALLY.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: DAILY NEWSPAPER FOR EACH STUDENT

"JOB SEARCH"

INTRODUCTION: It is never too early to prepare a student for what lies ahead. Finding the right job is certainly vital to a student's future. This lesson will help in their career aspirations.

PROCEDURE:

1. Discuss with the class various ways people can find jobs. This class lesson will focus on the classified section (Help-Wanted ads) of the newspaper.
2. Hand out the newspapers.
3. Ask the students to select 5-10 jobs that interest them. (Note: tell the students they are "21" because some jobs in the newspaper have that qualification.)
4. Tell the class to decide which jobs would be the best for them and to be prepared to share their selections with the class.
5. If time allows, ask students to select one job that interests them the most and to share why they chose that job.

OBSERVATION NOTES

During this activity allow time for discussion of issues about jobs that the students may want to bring up. This may offer you a lead for follow-up lessons.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I KNOW WHAT JOBS ARE AVAILABLE LOCALLY.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-8
MATERIALS: NEWSPAPER WANT ADS AND HANDOUT

"DO-WA-CHA-DO"

INTRODUCTION: Students need to know the jobs available in their local economy. This activity introduces them to major jobs and related fields.

PROCEDURE:

1. Name the major industries in your area. List them on the chalkboard as students respond. (Agriculture, McDonnell Douglas, etc.)
2. Ask students to discuss industries in which their parents work.
3. Ask what other jobs parents have had. List them on the board.
4. Ask about any unusual jobs parents have had.
5. Ask if students know what kind of education or training is required for each job on the board. (Avoid discussion of pay)
6. Pass out the Want Ads from the newspaper to each student.
7. Ask each student to complete the attached handout.
8. On the board, make three columns titled, "benefits", "working conditions", and "opportunities for advancement". Brainstorm specifics for each of these categories. Then select some of the jobs students have named and which descriptions in each of these three columns would apply to each job.

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Name ______________________________

1. My mother works as a __________________ at ______________ .

2. My father works as a _________________ at ________________ .

3. What education or training is required for these jobs?

____

4. Are these jobs available in this locality? __________________

5. Are there local want ads for these jobs? __________________

6. Name one job you are interested in. _____________________

7. How many want ads are there for these jobs? _____________

8. Does the ad list requirements for this job? _______________

What are they? ______________________________________

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I KNOW JOB INTERVIEW SKILLS.
TIME: 2 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"ESTABLISHING A FIRST IMPRESSION"

INTRODUCTION: Employment experts say that the first two or three minutes of the interview sets the image and impression for everything else that is conveyed in the interview. If a person is shy, cannot speak up, exhibits a cold personality or is unable to be sociable in informal conversation, the skills and abilities are often lost to poor "first impressions." Students need to practice the art of making a good first impression. They especially need practice developing confident introductory skills that are appropriate in formal meeting situations with adults. The typical picture of a middle school student, meeting a parent's friends, is that of eyes on the floor, shuffling feet, limp hand shake with mumbling inaudible words. Students need to understand the importance of the first impression concept as it relates to interview training and professional or social behavior.

PROCEDURE:

1. Locate a senior citizen or professional adult that students do not know. Ask this person to volunteer a class period to assist your students in practicing introductions. Select an out-going person who looks the part of a supervisor or authority figure. The leader may want to select two people for this activity...a male and a female role model. Boys and girls should practice introductions with same sex as well as opposite sex to feel comfortable with both.
2. The first class period should be directed at preparing the students for the role-playing activity with the adult guests to be conducted in the second class period.
3. The teacher should be prepared to present a class preparation on the etiquette of meeting and greeting adults. Explanation regarding the importance of this activity will be effective if a student is selected without any preparation to interact "formally" with the teacher at the

beginning of the class. Ask the students to describe the behavior of the student who was placed in the awkward position of shaking hands and stating their full name. The teacher can point out the basic rules of formal introductions. They are:

- Smile naturally and exhibit a pleasant appearance.
- Keep good eye contact with the person.
- Observe appropriate physical space rules; learn to stand a comfortable distance from the person with whom you are meeting. Some people stand too close or too far away.
- Learn to develop a good hand shake; learn to feel comfortable extending your hand to a stranger. Learn to develop the appropriate amount of grip when shaking someone's hand; also learn the length of time the shaking action should persist.
- Learn to state your full name clearly and with the appropriate speed of delivery. Some people speak too slowly and others too fast.
- Develop a comfortable line of "small talk" conversation that can be shared with a stranger. Students should think of topics that could be conversation items like: the Cardinals, sports, weather, complimenting the person on a tie or blouse; liking someone's car, food, desserts, and others. The teacher should list "small talk" items on the board.
- Learn to say "thank you" and "please" for adults who open doors, give of their time for an interview or tour of the building and other such actions or activities. They also need to be reminded of "excuse me".

4. Ask for a student to volunteer to pair off with the teacher and role play an introduction. Practice the hand shake, eye contact, introduction of names, and other conversation. Then allow the students to practice with each other. The teacher should role play an introduction with each student in the class to make sure that they are learning the right way.
5. Ask the students to practice at home with at least one other adult before the next class.
6. The second class session should be with the adult volunteers present. Make sure that the adults are given the class activity in advance. They may want to select or judge secretly the student who has done best in the class activity. The teacher may want to present the volunteers with a "thank you" note or school certificate for their time. The teacher may want to mention the name of the student who did the best in introductions. More could be done such as: placing name on the board, putting the name in the school newspaper or local paper, or presenting the student with a certificate.

OBSERVATION NOTES

Students who seem inarticulate or lacking in verbal fluency may need to be referred for special instruction.

Area III- Category J- Competency 33

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO ORGANIZE MY TIME.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: WORKSHEET-"MAKING A SCHEDULE"

"HOW TO BECOME TIME-WISE"

INTRODUCTION: Students often need help in scheduling home study time based on individual needs and circumstances. Increasingly, parents are not around to assist in this process.

PROCEDURE:

1. Read the following story to the students:

   Jim is a good student and a good athlete. He needs time to study and to practice running. Look at Tim's schedule on your worksheet.

2. Ask, "How much time does Tim spend on homework each day? How much time does he spend practicing track? Is there time in this schedule for more homework and more track? When would be the best time to use for more homework?"
3. Brainstorm: How do most students spend their time after school? Jot down their ideas on the board. Prioritize: Which of the ideas mentioned are most important?
4. Ask, "Why is it a good idea to make a schedule of after-school activities? What sometimes happens when students don't make schedules? What things should be included in a schedule? About how much time should you spend on homework?"
5. Think about your after school activities for this week. Fill in your schedule with activities such as scouts, sports practices, church activities, etc. Fill in approximate times required for dinner and chores or other family responsibilities. Fill in a homework time for each day. Put in a few TV shows you'd really hate to miss. Label any unused slots "free time."

BEST COPY AVAILABLE

6. Keep this schedule and see how closely you stick to it during this week.

OBSERVATION NOTES

Watch for students who seem disinterested in the activity. Work with them individually on motivational strategies.

BEST COPY AVAILABLE

MAKING A SCHEDULE

Tim's Schedule

9:00-3:15	School
3:15-4:15	Track practice
4:15-4:45	Free time
4:45-5:15	Homework
5:15-6:00	Chores
6:00-6:45	Dinner
6:45-7:30	Homework
7:30-8:30	Free time
8:30-----	Bed time

Helpful Rules for Studying:

-Make sure you study regularly

-Set aside enough time to do all your homework (at least one hour each day).

-Decide how much time you need to spend on each subject.

-Spend the most time on the subject that is most difficult.

-Do the hardest assignments first.

Monday/Homework time:	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Tuesday/Homework time:	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Wednesday/Homework time:	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Thursday/Homework time:	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Friday/Homework time:	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Saturday/Homework time:	Sunday/Homework time:
(Choose your own hours)	(Choose your own hours)

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO ORGANIZE MY TIME.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: "HOW DO I SPEND MY TIME?"

"HOW DO I SPEND MY TIME?"

INTRODUCTION: Students benefit from planning and organizing their time. This activity allows them to gain a better understanding of how they currently spend their time so that they can reallocate it if desired.

PROCEDURE:

1. Introduce this activity in the following manner: A famous saying goes like this: "Time waits for no man." What does this mean? Elicit responses. Suggest that it means that time passes, and we can't control that passage. "Even though there are just 24 hours to a day and 168 hours to a week, we can learn to organize ourselves to make better use of those hours. How do people decide how to spend their day? There are things we must do, and time allotted to that, but there are many hours of unscheduled and unplanned time that we may have to ourselves. Today, we are going to see how we spend our day."
2. Pass out the handout. Ask students to fill in a typical day of activities. They may add to the existing categories if needed. Remind students that a day begins at midnight and ends just before the next midnight.
3. Share responses. Point out similarities and differences in student's days. Be certain to emphasize the responses to the questions at the bottom of the questionnaire.

OBSERVATION NOTES

Students who have difficulty with this activity may need individual help.

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HOW DO I SPEND MY TIME?

This worksheet will show where you spend your time during an average day. Remember, a day starts at midnight, and ends just before the next midnight. Your day should add up to 24 hours. Be sure to answer the questions at the bottom of the page, and be ready to share!

Activity	Hour Spent
sleeping/napping	
eating/snacking	
at school, in classes	
after school, clubs, etc	
jobs or responsibilities	
home responsibilities	
recreation	
watching tv	
telephone	
visiting friends	
homework/studying/practicing	

I spend most of my time____________________.

I spend less time_____________________than I should because
__________________________ .

My biggest "time-waster" is___________________________ .

If I could, I would spend more time__________________________
and less time_________________________ .

Area III- Category J- Competency 33

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO ORGANIZE MY TIME.		
TIME:	1 CLASS PERIOD		
GROUP SIZE:	CLASS	GRADE LEVEL:	6-9
MATERIALS:	NONE		

"MAKING WEEKEND STUDY TIME"

INTRODUCTION: On Friday night, the weekend can look very long with Monday morning a long way off. But without scheduling exact times for homework the assignments may not get finished as the weekend flies by faster than anticipated.

PROCEDURE:

1. Using the chalkboard, write out possible study schedules for the weekend. Due to family differences no one day will suit everyone to set aside for study time, therefore, explore study times from Friday after school through Sunday evening. Have each student develop a plan that best fits his/her family's weekend schedule.
2. Remind students that if they train themselves to set aside a specific time to do homework it will be easier to get started. The homework and studying will get finished instead of leaving it to chance.
3. If time allows, answer questions and work on altering the schedule.

OBSERVATION NOTES

Some students may need a specific schedule for their life style because they will not be able to transpose time lines and days. These students will probably need an individual appointment for a tailored schedule.

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Area III- Category J- Competency 34

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO LISTEN AND ASK QUESTIONS IN CLASS.
TIME: 2 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: "WHY I MISSED FOLLOWING DIRECTIONS LIST" AND "STUDENT QUESTIONS"

"STOP-LISTEN-ASK"

INTRODUCTION: Session One: The ability to listen carefully enables students to follow directions accurately and understand both the substance of the assignment and why the teacher feels it is important for the student to learn it. Session Two: In the previous session students identified some bad habits that kept them from listening to the directions. Besides listening for the "how to", students also need to listen for content.

PROCEDURE:

1. Session One-Stimulate a discussion about the importance of following directions.
2. After a short discussion, ask students what the first step is in following directions. As soon as "Listen Carefully" is mentioned, list it on the board. Continue discussion with leading questions such as, "What should you do if you don't understand all or part of the directions?"
3. Review the items on the board, underlining "Listen Carefully" and "Ask Questions". Restate the premise that in order to be successful in school students must be able to follow directions accurately. They suffer serious consequences if they start to work without asking any questions they may have.
4. Pass out the worksheet. Inform students that there are many different reasons why students miss directions. Changing bad habits requires an awareness of just what we're doing and why. Ask students to complete the worksheet. Read the directions aloud. Ask if there are any questions.
5. After students have completed the worksheet, ask volunteers to share one or two items that apply to them. Allow students to select the five items that are most common to their group.

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Mark these on the leader's list and save. Ask students to put their name and date on the worksheets and place them in a folder for the next session. Ask students to be aware during the week of how many times their old non-listening habits caused them problems and to be prepared to share these experiences with the group.

6. Session Two-Return the completed worksheets and review with students to main points of the lesson.
7. Remind students that listening to directions and checking for understanding with questions is essential to turning in correct assignments. In addition to specific assignments, however, many classes have a body of information for students to master. As the teacher is sharing information the students need to employ their best listening skills.
8. Stimulate a discussion of what they were taught in elementary school about getting the main idea of paragraphs. Whether it comes from students or the leader, state these points on the board. Main idea can be found at the beginning of the paragraph and at the end as a summary.
9. Point out to students that teachers usually begin each lesson with "Today we are going to study/learning about..." That will be the topic sentence. Students should make a note of that topic sentence and keep it in mind as the rest of the information follows. Listen for the summary. This usually comes just before the teacher asks for any questions. Ideally the teacher will also give the reasons for studying this material.
10. Ask the students to identify a topic sentence from the paragraph read to them. Model for them if no one selects the topice sentence. Model questions which might logically come up in the course of the instruction.
11. Some questions that students need to feel comfortable with are on the worksheet. Hand out worksheet and ask students to practice saying these aloud just to get used to them. If there is time, let students break up into dyads for more practice.

OBSERVATION NOTES

Session One-Acknowledge that all of us "daydream" at times and miss directions or instruction. If any students appear "tuned out", arrange to meet with them individually as they may be most in need of assistance with listening. Session Two-Notice any students who seem reluctant to ask questions. All students need to be comfortable with questioning.

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M/JH-302

STUDENT QUESTIONS

1. Could you please repeat that?

2. When you said ____________, did you mean ______________ ?

3. Could you please go a little more slowly?

4. Should we take notes on this material?

5. Could you spell this for me?

6. I don't understand that, could you please say it another way.

7. Could you put that on the board please?

8. Would it be alright if ____________________ helped me with this later?

9. ____

10. ____

Have students generate two more questions they have found helpful in getting clarification from a teacher.

M/JH-303

WHY I MISSED FOLLOWING DIRECTIONS LIST

Complete the statement below by circling the reasons you have missed following directions. Place a check in the box that best describes how you feel about that reason.

"I have missed following directions at times because:

		Good Reason	OK, if it doesn't happen too often	Poor Reason
1.	I don't like school.			
2.	I don't like some classes.			
3.	I was thinking about something else.			
4.	I didn't get enough sleep the night before.			
5.	I don't like some teachers.			
6.	I don't want to do homework.			
7.	I just don't care.			
8.	I thought I understood.			
9.	I am bored with school.			
10.	I had more important things to do.			
11.	I am a poor reader.			
12.	I was "daydreaming".			
13.	I would rather have been somewhere else.			
14.	I was sick.			
15.	I can't stand to be in school all day.			
16.	I can't get organized to do assignments.			
17.	I can't get interested.			
18.	It was too noisy.			
19.	A student next to me interrupted.			
20.	I had trouble remembering all the steps.			
21.	I let it go too long.			
22.	I didn't have paper or a pencil.			
23.	Teachers don't like me.			
24.	I was doing another assignment.			
25.	I think most other kids are smarter.			
26.	I was talking to another student.			

Area III- Category J- Competency 35

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO ORGANIZE MY CLASS AND HOMEWORK MATERIALS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: 8X11 EMPTY FILE FOLDER BOX, LOOSE LEAF PAPER IN A FILE FOLDER, PEN, PENCIL, RULER, POCKET SIZE DICTIONARY

"PORTABLE DESK"

INTRODUCTION: Going on the assumption that all students do not have a desk or study area/corner at home, this lesson shows students how to organize a desk in order to prevent the confusion of getting supplies together each day.

PROCEDURE:

1. Instruct students that in order to save time in settling down to do homework, they can keep materials used to complete homework all together like a portable desk. Demonstrate the file folder box and its contents. This box should be kept on a closet shelf so that little brothers and sisters cannot get into it.
2. Tell students that picking up of the "portable desk" could be the first signal for them to condition themselves that everything else ceases. When the box is picked up, it is homework time.
3. Remind students that all textbooks and file folders taken home each day from school should be placed in the same place each day when arriving home. When it is time for homework, pick up the portable desk and textbooks and begin homework.
4. The study area should be someplace which has the least amount of distractions in order to begin and accomplish homework effectively.
5. Tell students that upon completion of their homework, their portable desk should be put away and school material should be stacked in the same place. This training will enable all assignments to be returned each day.

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6. Reminders can be placed on top of the stack of books. A note, "Lunch" is a reminder to get it out of the refrigerator.

OBSERVATION NOTES

Some students may need specific places told to them for possible study areas due to overcrowding in the home.

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AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I CAN TAKE GOOD NOTES.
TIME: 45-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: SCIENCE/SOCIAL STUDIES TEXTBOOK; PEN/PENCIL/PAPER; CHALKBOARD

"ABOUT-POINT"

INTRODUCTION: In order to succeed in school, students need to know how to take good notes. This lesson will teach students an easy, fast way to take notes, and to keep them organized.

PROCEDURE:

1. Explain to the students that today they will learn a new way to take notes. It is fast and easy. Begin by explaining to students that it is important to skim over a section before actually reading it. What headings does the chapter use? What questions are asked at the end? What do the major pictures or diagrams concern? After looking through the chapter begin reading.
2. At this point, ask the students to read a short section from the textbook. It should be several paragraphs long, but no more than a page or two. When the students have finished reading the section silently, have them generate a main idea statement about the selection. Write that statement on the board. Tell the students this is called an "about statement". It tells what the section is about. Ask the students to find details in the selection that support the about statement. These are called "point statements". List these on the board below the about statement. Students should be able to generate at least four point statements.
3. Read over the about statement and the point statements. Do all of the points support the about? If not, delete them, or move them to a different section. Has anything important been left out? If so, where does it belong in the notes? It is a good idea to practice this several times with the students before asking them to try independently. Proofread carefully for irrelevant statements.

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OBSERVATION NOTES

When the students seem to know this technique, ask them to practice it independently. Continue to monitor student progress. Students who have trouble writing an about statement or point statement may need remedial help.

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AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I CAN TAKE GOOD NOTES.
TIME: 2-40 MINUTE SESSIONS
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: WORKSHEET-"TAKING NOTES"

"MAKE NOTE OF THIS!"

INTRODUCTION: Students will find that as they progress in school they will need to develop a system for taking notes from both written and oral sources in order to study and review information. Note taking is a tool that students can learn to use quickly and effectively. Two methods of taking notes will be introduced in this activity.

PROCEDURE:

1. Introduce the lesson in the following manner: Taking notes is a way of recording information for future use. In school, we use notes mainly for two reasons: One, we use them to remember what we heard someone say to us, typically during a speech or lecture. Secondly, we use them to help remember facts from a printed page when we are studying for a quiz or a test. A note is not a word-for-word record of something. It is a short, quick way to remember only the main idea or facts presented to us. First, we will learn to take notes from a printed page. Second, we will practice taking notes from a speech or lecture."
2. Distribute the student worksheet "Taking Notes". Explain that the first example is how someone would have taken a note from the long help wanted ad. Review the sample, and emphasize that the note is a short review of the main ideas or facts contained in the ad.
3. Ask students to look at the second sample, and make their own notes in the space provided. Elicit responses when the class has completed the activity and share answers. Point out that notes will differ among people and that is to be expected. Explain that notes are best when they are in the student's own words and style. Collect the sheets and end session one.

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4. Begin session two by explaining, "Today, we will use an easy method for remembering what we hear from a lecture. It is different from taking notes from a printed page, and even looks different. We will call it "Bug Making". A note "Bug" is created every time you hear a new topic or main idea expressed. The bug's "legs" are the details or facts that tell more about the main idea. To understand oral information, it is helpful to listen carefully and write down the main facts as we hear them. Ask to have something repeated if you did not understand, and request that the person go slower if they speak too quickly for you to take notes."
5. Distribute the "Taking Notes" worksheet and direct students to the second side. Explain that the "bug" shown is a sample of how one could take notes from a speech about a pet dog. Using the notes, ask members of the class to describe what the speech was about. Point out that the main idea is located inside the bug, and the legs are the details.
6. Read the short paragraph from this section to the class, and instruct them to use the empty bug on their paper to take short notes from it. Remind them to put the topic or main idea in the center of the bug. Elicit responses afterwards, when students may share their bugs. Introduce the activity in the following manner: "I would like you to listen to the next paragraph and take notes using the blank bug on your paper. I love to fish. Fishing is relaxing to me, and it's really cheap. All I need is a rod, reel, and some bait, and I'm ready. I like to fish at small lakes, and I usually catch some sunfish and other small fish."

OBSERVATION NOTES

Some students have difficulty taking notes due to several reasons, among them are slow grapho-motor speed, failure to organize themselves, and failure to focus on the speaker or printed page. Students who have difficulty with this activity should be helped on a more individual basis to discover the problem area involved.

H/JH-307

TAKING NOTES

HELP WANTED

Here's a job for you! You'll like working in Donut Heaven, because the fresh donuts smell so good when they are being made. Donut Heaven is located on Washington and Maple. We need a hard working young person to work here this summer on weekdays from 7 a.m. to 1 p.m. Once in a while you might have to work on Friday or Saturday night from 6 to 9. The starting pay is $3.00 per hour. You must be at least fourteen to apply for this job. There is a bus stop right on the corner, so it's easy to get here. We need someone to clean the counter, sweep the floors, pick up trash, and other duties. Later on we'll need a new person at the sales counter, so you will have a chance to be promoted to a higher paying job. If you think you'd like to work here, call Mr. Jones for an appointment, 555-5292, on Monday or Tuesday after 6:00 p.m.

Main Idea: Help Wanted-Donut Heaven
Facts: Washington and Maple; weekends 7-1:00 p.m.; Friday or Saturday 6-9:00; $3.00 per hour; 14 or older; Call Mr. Jones 555-5292; Monday or Tuesday after 6:00

SEE RUSH CITY!

Everyone should see beautiful Rush City. Located in the heart of gorgeous, exciting Wayne County, Rush City is a progressive city of 10,000 happy, contented people. Rush Citizens work at the steel mill, the bakery, and several other growing businesses. Hundreds enjoy boating and fishing at exciting Lake Arrowhead, located just one mile south of Rush City on scenic route 211. Rush City is definitely the place to visit this year!

Main Idea: ____

Facts: ____

____

____

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY:	I CAN TAKE GOOD NOTES.
TIME:	45-50 MINUTES
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS:	SCIENCE/SOCIAL STUDIES TEXTBOOK; PEN/PENCIL/NOTEBOOK PAPER; CHALKBOARD

"SQ3R"

INTRODUCTION: In order to succeed in school, it is important to take good notes, and to study from them. This lesson will teach students how to take better notes and how to study more effectively for tests.

PROCEDURE:

1. On the board, write SQ3R:

   S-skim
   Q-question
   R-read
   R-review
   R-recite

2. Explain to the students that today they will learn a new way to take notes. This method will help them learn the material better and study more effectively for tests.
3. Tell the students that it is important to skim over a chapter before beginning to read it. What are the major headings in the chapter? What questions are asked at the end of the chapter? What do the major pictures and diagrams concern? After they have skimmed over the section, the students should then write two or three questions of their own. What do they want to learn from this section? What do they think will be important enough to test? They should come back and answer these questions after they have finished reading. Explain to the

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students that when they have completed their questions, they should then read the selection carefully and take notes on it. Ask them to concentrate on finding main ideas. What are the major concepts? What ideas are mentioned more than once? When they have carefully read the selection and taken notes, they should review their notes and answer any questions they wrote at the beginning. The students need to understand that they should read over their notes more than once. When they have finished reviewing, they should be able to recite the main concepts of the chapter.

4. Explain to the students that this process should take them several days. It is hard to do this much in one evening. Suggest the following timetable to them:

   Day one-skim, read and take notes over part of the chapter.
   Day two-read and take notes over the rest of the chapter.
   Day three-review your notes several times.
   Day four-review again.
   Day five-recite the main concepts of the chapter.

   It takes a long time to use this method, but if the students are persistent, they will find they retain more information this way than they do by just taking notes.

OBSERVATION NOTES

Be aware of students who take too many or too few notes, or students who have trouble finding main ideas. These people may need remedial help.

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Area III- Category J- Competency 37

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND BASIC LEARNING SKILLS

COMPETENCY: I KNOW HOW TO START AND FINISH MY ASSIGNMENTS WELL.
TIME: 30 MIN.
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: 3X5 INDEX CARDS

"DO I HAVE HOMEWORK?"

INTRODUCTION: This lesson is a method students can use to help themselves remember what they have for homework at the end of the day.

PROCEDURE:

1. Distribute a 3x5 index card to each student.
2. Write on the card the following steps that are to be followed each day:
   a) Write the day and date in the upper right hand corner.
   b) List the class periods down the left side.
   c) Write any assignments next to each class period. Be sure to note any textbooks or folders that should be taken home.
   d) Write the word "nothing" next to any class period if there are no assignments due.
3. The index cards can be folded and carried around in purses, or pockets.
4. Suggest to students that at the end of the day, they should stand in front of their locker and mentally review the day period by period by using the index card. Textbook or folder can be pulled out of locker as assigned for each class. Students should put the index card back in place to have for reference when homework is started.
5. Demonstrate on the chalkboard what the index card would look like as it is filled in each day.

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OBSERVATION NOTES

Any students who are confused about how to use folders effectively would benefit from the lesson on "How to Hold It Together." Additionally, if the index procedure is confusing to some, those students will need individual assistance.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO START AND FINISH MY ASSIGNMENTS WELL.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: WORKSHEETS REFERENCE: PEER POWER BOOK II-JUDITH TINDALL, PH.D.

"PERSONAL STUDY HABITS SURVEY"

INTRODUCTION: Students need to evaluate their study skills and identify areas that need improvement.

PROCEDURE:

1. Explain to the students they will be filling out a questionnaire about their study habits. They should answer the questions as honestly as possible.
2. Distribute the "Personal Study Habits Survey". Allow the students time to complete the survey. (It will take about 10-20 minutes, depending on the reading ability of the students.)
3. When the students have completed the survey, ask them to score their sheets. (They get one point for each "yes" on an odd number and one point for every even numbered "no".
4. Distribute the "What Do You Rank?" worksheet and ask the students to record their scores on the chart. Note the face reflection of their score.
5. Discuss problem areas for the students. What even items should they have answered differently? (These are things the students shouldn't do.) What odd items should they have answered differently? (These are things the students should do.)

OBSERVATION NOTES

Be aware of students who score very low. They will need additional help with study skills.

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M/JH-311

PERSONAL STUDY HABITS SURVEY

Yes	No		
---	---	1.	Do you have a regular schedule for study, a particular time to save for study?
---	---	2.	Do you frequently have a radio, record, or the television playing as you study?
---	---	3.	Do you have a regular place to study?
---	---	4.	Is your study often interrupted by telephoning, visiting, looking at magazines, or other activities?
---	---	5.	Do you try to be fresh and rested for studying, not putting it off or scheduling it when you are tired from other activities?
---	---	6.	Do you usually sit in an easy chair or lie down to study?
---	---	7.	Do you begin the study of a topic by quickly glancing over the topic to see what it is about?
---	---	8.	Do you always read a topic or chapter before reading the summary (if there is one) at the end?
---	---	9.	Do you always try to "think through" a topic and decide what you are supposed to learn from it rather than just reading it over in studying?
---	---	10.	Do you have difficulty in concentrating fully when you are studying?
---	---	11.	Do you concentrate fully when you are studying?
---	---	12.	Do you seldom review except just before tests?
---	---	13.	As you study, do you constantly try to express in your own words what the author is saying?
---	---	14.	Do you review by rereading or scanning the material that you are to be tested on?
---	---	15.	Do you review some of each subject that you have studied on a previous day as well as studying new material?
---	---	16.	Do you try to do the exact assignment that your teacher has given?
---	---	17.	Do you take a great many notes on what the teacher says?
---	---	18.	Do you seldom take notes on reading assignments?

M/JH-312

___ ___ 19. Do you put notes in outline form as soon after taking them as possible?

___ ___ 20. Do you have difficulty "making sense" of your notes when you study them later?

___ ___ 21. In reviewing, do you read a note and then try to remember all the details that went with it?

___ ___ 22. Do you rewrite all your notes?

___ ___ 23. During lectures, do you look at the instructor when you are not taking notes?

___ ___ 24. Are you relaxed and take it easy in class?

___ ___ 25. Do you think about what the instructor is saying as well as listening to what he says?

___ ___ 26. Do you often find that you are studying with only "half of your mind" or even less?

___ ___ 27. Do you often try to figure out whether or not the subject you are studying may be helpful to you later in life?

___ ___ 28. Do you believe that, if you were to learn each paragraph of a chapter well, you would have learned the chapter well?

___ ___ 29. Do you try to fit all you read on a subject into a big, overall idea or mental picture of the subject?

___ ___ 30. Sometimes when studying do you seem to get lost in details, you "can't see the forest for the trees?"

___ ___ 31. Do you believe that in addition to learning the details of a subject you must learn the big, overall story or idea of the subject?

___ ___ 32. Do you customarily read at the speed that is easy and most natural for you?

___ ___ 33. Do you often tell yourself when studying, "I'm going to remember this especially!"?

___ ___ 34. Do you not know how to increase your speed in reading?

___ ___ 35. Do you deliberately study and plan to be able to participate in a class discussion?

___ ___ 36. Do you do a little extra studying before tests?

___ ___ 37. Do you think through the meaning of test questions before you begin to answer them?

___ ___ 38. Do you stay up late the night before a test, studying for it?

___ ___ 39. On an essay-type test, do you outline your answers before beginning to write them?

___ ___ 40. Do you suspect that many test questions are tricky, designed to fool you rather than test your knowledge?

___ ___ 41. Are you willing to work hard during the time you spend?

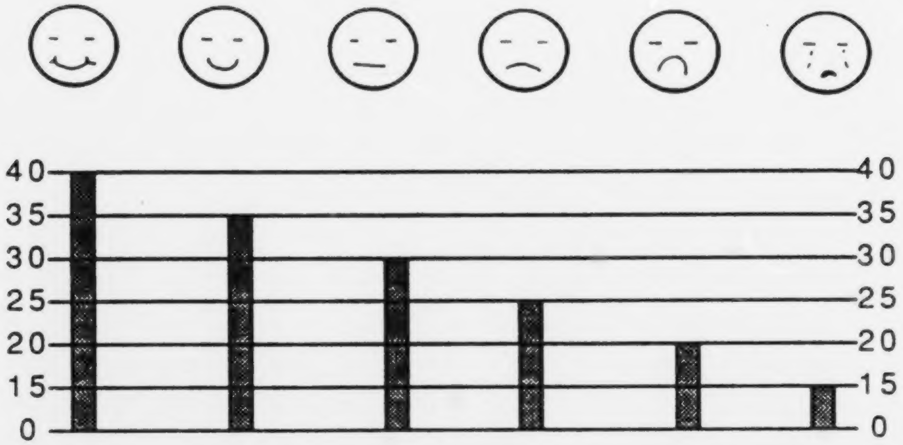
Scoring

Give yourself a point for every odd number (1, 3, 5, 7, etc) that you answered YES, and one point for every even number (2, 4, 6, 8, etc) that you answer NO.

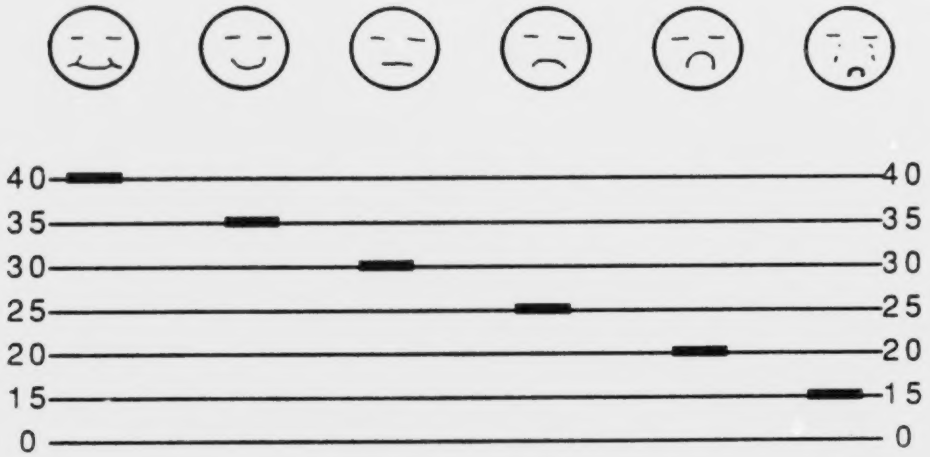
Record your score on the chart worksheet and observe the face reflection of your score.

M/JH-314

WHERE DO YOU RANK?



MY RANK ON STUDY SKILLS



Area III- Category J- Competency 37

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO START AND FINISH MY ASSIGNMENTS WELL.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: "WHEN IN DOUBT, WRITE IT OUT"

"WHEN IN DOUBT...WRITE IT OUT!"

INTRODUCTION: Two of the hardest tasks for students is remembering what homework to do and the books needed to do it correctly. This activity teaches students the values of writing down assignments in an orderly way, using an assignment notebook.

PROCEDURE:

1. Introduce the activity in the following manner: "How many students here today have ever forgotten to do a homework assignment, or did the wrong assignment? Has anyone here ever forgotten to study for a big test, or didn't get a report in on time? Why do these things happen to us?" Question the class, suggesting lack of organization is a key reason. "One of the easiest ways to get organized is to use an assignment notebook. It helps you to remember what is due and when it has to be done. Today, we will look at how to make an assignment notebook and use it effectively."
2. Pass out the student handout, "When in Doubt, Write it Out" and ask students to read it. Discuss the important points in the handout together. Emphasize that the notebook can be either a small notebook, or just sheets of blank paper, even a spiral notebook.
3. Ask students to write down their assignments for today, using the blank notebook page in the student handout. Check to make sure students are using it correctly.
4. Encourage students to organize a notebook for themselves, and set a date to check back with the class or group to monitor progress.

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OBSERVATION NOTES

During the monitoring phase of the activity, provide individual help for students who have difficulty organizing themselves to the task.

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M/JH-316

WHEN IN DOUBT, WRITE IT OUT!

This activity will teach you how to make an assignment notebook. They help you to remember what homework is due, and when it has to be done. Read on to discover how to make your own assignment notebook.

1. An assignment notebook can be made in several ways:

    a) A small 8x5 spiral bound notebook. One with 200 pages will last all school year.
    b) A tablet of 200 sheets of blank, lined notebook paper, put inside a notebook cover or folder. A folder with pockets is a good idea.
    c) A stenographer's tablet.

2. Write each day, date, and subject on each page. Leave space for additional subjects or notes. See the example below.

	Monday, November 2, 1987
1.	Math-p. 62 #'s 1-71.
	Ask about #63 tomorrow.
	Test on Friday, p. 46-71.
3.	History-Read ch. 3
	Take notes to study from.
2.	English-Paper due Nov. 18 on space travel..
	Use "To Travel Through Space" book.
	Read 6 pgs. each night till next Thursday.
	Science-None
	Other notes-Bring $5 for yearbook pictures tomorrow.

a) Note that each subject is separated with space enough to write additional notes.
b) Abbreviations are used to help shorten the writing.
c) The assignments are numbered in the left margin in the order they need to be done.
d) Space is left at the bottom so that other notes of importance can be written.

3. Common abbreviations to use:

P.	Page
Pgs.	Pages
#	Number
Ch.	Chapter
U.	Unit
1-71	Do all problems or pages from 1 to 71

4. Have your assignment book with you in all classes. Write down the assignment as soon as it is given to you. Don't wait!

5. Be sure to use important words like "read", "memorize", "review", and others that will help you.

6. If you don't have any homework in a class, write "none".

On the sample provided below, write your assignments for today as best you know them. Be sure to include subjects, chapters, numbers to do, what to do, and the order your work will be done in.

Date:	
Order	Subject:
Other Notes	

Area III- Category J- Competency 37

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO START AND FINISH MY ASSIGNMENTS WELL.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: WORKSHEETS-"STUDY HABITS INVENTORY", "ARE YOU AN ORGANIZED STUDENT?", "SEVEN STEPS TO SUCCESSFUL STUDYING" REFERENCE: CURRICULUM TARGETS, INC.

"STUDY SKILLS"

INTRODUCTION: Learning how to study effectively is a student's responsibility. By learning some basic rules of discipline and time management, students can become very efficient in their study habits.

PROCEDURE:

1. Introduce the topic of "Study Skills." Stimulate a discussion of good study habits and list them on the board. Ask students to discuss some poor study habits. Also, list these on the board.
2. Distribute the "Study Habits Inventory." Encourage all students to take their time and to answer all questions honestly. Allow no more than ten minutes for this exercise.
3. Discuss time management with students. Distribute the "Are You an Organized Student?" calendar.
4. Hand out the "Seven Steps to Successful Studying." Discuss these seven steps. Display these steps in the room where students can refer to them often.
5. Ask students to choose one class in which they need to improve their grades. The student needs to work on their study skills in that class for one week. Require the students to write down exactly what study habits will be changed and how they will change them.
6. In one week, evaluate the student's success.

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OBSERVATION NOTES

Students who seem to have poor study skills in several classes may need individual sessions to assess the problem.

M/JH-319

STUDY HABITS INVENTORY

How do you rate in study habits?

. . .Taking an inventory will help you to find out. Your special inventory will point out your good study habits and serve as a master plan to improve on poor study habits.

This survey is NOT a test. It has no score and you will not be graded. Answer the questions truthfully by placing a check in the appropriate column. Discover how many good study habits you have. Chances are. . you'll surprise yourself!

	Before I study, I:	Always	Some-times	Never
1.	make sure I have enough energy to do the job right.	___	___	___
2.	keep an assignment book for homework instructions.	___	___	___
3.	make sure I have enough sleep at night.	___	___	___
4.	keep a daily study plan.	___	___	___

	When studying, I:	Always	Some-times	Never
1.	work in a reasonably quiet room.	___	___	___
2.	have the materials I need (books, class notes, pencils, assignments, etc).	___	___	___
3.	find a place with good lighting, a desk and chair.	___	___	___
4.	work without interruptions such as the telephone or friends visiting.	___	___	___
5.	take a break for at least five minutes for every half to one hour of study.	___	___	___
6.	start my assignments quickly and without trouble.	___	___	___
7.	work steadily without daydreaming.	___	___	___
8.	have a method of study.	___	___	___
9.	plan to complete and hand in my assignments on time.	___	___	___
10.	prepare for a test a few days before I take it.	___	___	___
11.	check over quiz papers or pre-tests for errors.	___	___	___
12.	keep a dictionary available to check spelling errors or word meanings.	___	___	___
13.	skim through a chapter of a book before I read and study it.	___	___	___
14.	reward myself after study by allowing time for exercise or social activities.	___	___	___

M/JH-320

SEVEN STEPS TO SUCCESSFUL STUDYING

1. Keep an assignment book. If you get mixed up and do the wrong homework or if you forget to study for a test, your grades are going to show it. Develop the habit of keeping a daily assignment notebook. Write down everything you need to remember. This way, you will always know exactly what you need to do.

2. Learn to follow directions. Some students get low grades simply because they don't follow directions. Read all directions carefully, especially on a test. Also, learn to be a careful listener. When the teacher explains an assignment, pay close attention. If you still don't understand what you are expected to do, ask again and write it down.

3. Write neatly and accurately. Remember your teachers see your homework papers as a reflection not just of ability, but also of attitude. Sloppy papers make you seem like a sloppy thinker. Take pride in your work! Aim for quality!

4. Learn to check over work before turning it in. Spend a few minutes proof-reading your homework papers or tests before turning them in. Learn to catch your own errors. Learn to use the dictionary if you have trouble correctly spelling words.

5. Learn to manage your time. Learn to use your spare time effectively. Put that class study time to use; don't waste it.

6. Assume responsibility for your own actions. Do you blame your teachers for low grades? Forget it!!! No one else is responsible for your failures or successes but YOU. Going to school is like having a job. You attend each day and give it 100% effort to learn the most.

7. Aim for success! Everyone wants to be successful at school. Why do you want to earn good grades? When you start thinking you can be successful at school if you want to, you will be!

M/JH-321

ARE YOU AN ORGANIZED STUDENT?

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Area III- Category J- Competency 37

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO START AND FINISH MY ASSIGNMENTS WELL.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: WORKSHEETS

"IMPROVING ASSIGNMENTS"

INTRODUCTION: Students frequently have difficulty getting organized to do a good job on assignments. This lesson will give them some ideas to help students start and finish assignments well.

PROCEDURE:

1. Brainstorm with the students several ideas of how to improve their grades on assignments by starting and finishing assignments well.
2. Distribute the "Improving Assignments" handout to the students.
3. Discuss each idea and the importance of completing assignments.
4. Ask students to complete the Study Habits Inventory handout.
5. Allow the students to discuss study habits which they are having problems with and offer suggestions for improving.
6. Ask the students to try the suggestions from this lesson this week and report any progress or changes to the class next week.

OBSERVATION NOTES

Be alert for students who say they have a great deal of difficulty starting and finishing assignments well. These students may need individual help to improve study habits.

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M/JH-323

A KEY TO IMPROVING ASSIGNMENTS

1. Keep an assignment book. If you get mixed up and do the wrong homework or if you forget to study for a test, your grades are going to show it. Develop the habit of keeping a daily assignment notebook. Write down everything you need to remember. This way, you will always know exactly what you need to do.

2. Learn to follow directions. Some students get low grades simply because they don't follow directions. Read all directions carefully, especially on a test. Also, learn to be a careful listener. When the teacher explains an assignment, pay close attention. If you still don't understand what you are expected to do, ask again and write it down.

3. Write neatly and accurately. Remember your teachers see your homework papers as a reflection of your ability and attitude. Sloppy papers make you seem like a sloppy thinker. Take pride in your work! Aim for quality!

4. Learn to check over work before turning it in. Spend a few minutes proof-reading your homework papers or tests before turning them in. Learn to catch your own errors. Learn to use the dictionary if you have trouble correctly spelling words correctly.

5. Learn to manage your time. Learn to use your spare time effectively. Put that class study time to use, don't waste it.

6. Assume responsibility for your own actions. Do you blame your teachers for low grades? Forget it! No one else is responsible for your failures or successes but YOU. Going to school is like having a job. You attend each day and give it 100% effort to learn the most.

7. Aim for success. Everyone wants to be successful at school. Why do you want to earn good grades? When you start thinking you can be successful at school, you will be.

M/JH-324

STUDY HABITS INVENTORY

How do you rate in study habits? Taking an inventory will help you to find out. Your special inventory will point out your good study habits and serve as a master plan to improve on poor study habits.

This survey is NOT a test. It has no score and you will not be graded. Answer the quesions truthfully by placing a check in the appropriate column. Discover how many good study habits you have. Chances are you'll surprise yourself.

Before studying, I:	Always	Sometimes	Never
1. Make sure that I have enough energy to do the job right.	______	_______	______
2. Keep an assignment book for homework instructions.	______	_______	______
3. Make sure that I have enough sleep at night.	______	_______	______
4. Keep a daily study plan.	______	_______	______
When studying, I:			
1. Work in a reasonably quiet room.	______	_______	______
2. Have the materials I need (such as: books, notes, pencils, assignments).	______	_______	______
3. Find a place with good lighting, a desk and chair.	______	_______	______
4. Work without interruptions such as the telephone or friends visiting.	______	_______	______
5. Take a break for at least five minutes for every half to one hour of study.	______	_______	______
6. Start my assignments quickly and without trouble.	______	_______	______
7. Work steadily without daydreaming.	______	_______	______
8. Have a method of study.	______	_______	______
9. Plan to complete and hand in my assignments on time.	______	_______	______
10. Prepare for a test a few days before I take it.	______	_______	______

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11. Check over quiz papers or pre-tests for errors. ------ ------- ------

12. Keep a dictionary available to check spelling errors or word meanings. ------ ------- ------

13. Skim through a chapter of a book before I read and study it. ------ ------- ------

14. Reward myself after study by allowing time for exercise or social activities. ------ ------- ------

Area III- Category J- Competency 37

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING BASIC SKILLS AND STUDY LEARNING SKILLS

COMPETENCY: I KNOW HOW TO START AND FINISH MY ASSIGNMENTS WELL.
TIME: 30 MINUTES
GROUP SIZE: 30 GRADE LEVEL: 6-9
MATERIALS: "DISCOVER YOUR ATTITUDE TOWARD STUDY" - ONE COPY PER STUDENT

"YOUR ATTITUDE AND WHAT YOU ACCOMPLISH"

INTRODUCTION: Many students can list basic good study habits. However not all of them actually follow through and put these into practice. This activity deals with the attitudes and feelings that either facilitate or impede good study practices.

PROCEDURE:

1. Ask "How many of you think you could make the honor roll if you really tried?"
2. Ask "What are some things students do to make the honor roll? Brainstorm answers to this question and list responses on the chalk board.
3. Briefly explain the above introduction to the students.
4. Distribute "Discover Your Attitude Toward Study" and ask the students to answer the questions and tabulate their scores.
5. Ask the students to analyze their answers individually and decide on one area they would like to improve. Ask students to volunteer their decisions and any thoughts they might have on how to implement their decisions.
6. Offer individual help to any students who think they need it in order to accomplish their goal. Explain that one key ingredient to changing a behavior is to tell someone else what you are going to do. Also tell them how soon they can expect an appointment if they ask for one.

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OBSERVATION NOTES

The discussion of making a decision to change leads naturally into goal-setting. Depending upon the response of the group, you may want to schedule a follow-up session on this topic.

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M/JH-327

DISCOVER YOUR ATTITUDE TOWARD STUDYING

To learn and apply time-saving study skills, you must have a positive attitude. Your attitude and motivation will make all the difference. To measure your attitude toward studying, complete this exercise. Read the statement and **circle** the number that best describes how you feel. For example, if you circle a 5 you mean your attitude could not be better in this area; if you circle a 1 you mean that your attitude needs considerable improvement. Be very honest.

	High				*Low*
If I fail a test, I increase my efforts and get help from somewhere; a teacher or a tutor.	5	4	3	2	1
My concentration is strong. I am not easily distracted.	5	4	3	2	1
The challenge of reading a difficult textbook does not throw me.	5	4	3	2	1
Although busy, I always manage some time to study.	5	4	3	2	1
When I have a boring instructor, I work harder to make the material interesting.	5	4	3	2	1
I have a reason for going to school and know that studying will get me closer to my goal.	5	4	3	2	1
My moods seldom prevent me from completing my work.	5	4	3	2	1
I attend class regularly.	5	4	3	2	1
I know how to reward myself for finishing a difficult assignment.	5	4	3	2	1

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___	___	___	___	___
5	4	3	2	1

TOTAL SCORE ____

My general attitude is:

EXCELLENT	( )	(45-40)
GOOD	( )	(39-30)
NEEDS HELP	( )	(29- 0)

Area III- Category J- Competency 38

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO DO WELL ON TESTS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: HANDOUTS REFERENCE: IN-SCHOOL CAREER EDUCATION PROGRAM

"TESTING YOURSELF"

INTRODUCTION: Many students have their greatest problems in the area of school tests. There are many things that they can do to make testing easier for themselves. The most important of these things is to make preparation a pleasant, less stressful experience.

PROCEDURE:

1. Tell the students that there are two types of tests- objective tests and essay tests. An objective test is one that can be answered with short, concise answers. It consists of factual questions that can be answered in a word or two or with a simple check. Essay tests contain questions which require answers in a sentence, paragraph or short composition form.
2. Pass out handouts giving examples of the various types of objective and essay tests.
3. Discuss types of items found in objective and essay tests listed on the handouts.
4. Impress upon the students that preparation for a test begins long before the date of the test. When they are prepared for a test they do better because they will not be worried. If they are not worried, they will not have any problem concentrating and their answers will flow onto the paper.
5. Tell the students to list the following steps in preparing for a test.

   a) Take notes.
   b) Do your homework.
   c) Correct your mistakes.
   d) Know what type of test your teacher will give.

e) Plan ahead for study time.
f) Predict the type of questions that you would ask if you were the teacher.
g) Go over your notes.
h) Get a good night's sleep.

6. As a homework assignment, tell the students to make up their own test. It can be objective or essay. Ask them to base the assignment on something they are currently studying in order to prepare for an upcoming test.

OBSERVATION NOTES

The leader might want to begin the homework assignment in class so that students may receive help to get started.

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M/JH-330

ESSAY TESTS

What can you expect when your teacher says that you will be having an essay test? Essay test questions often begin with one of the following clue words:

	Clue Words	Sample Questions
1.	Outline	Outline the procedure for making chocolate chip cookies.
2.	Describe	Describe the results of the science experiment.
3.	Compare	Compare your activities in winter to your activities in summer.
4.	Define	Define the word "question".
5.	Explain	Explain what is meant by this old saying, "action speaks louder than words".

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY: I KNOW HOW TO DO WELL ON TESTS.
TIME: 40-45 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS
GRADE LEVEL: 6-9
MATERIALS: NOTEBOOKS AND PENS
REFERENCE: JUDITH TINDALL, PH.D., "PEER POWER, BOOK 2"

"IMPROVING TEST SCORES"

INTRODUCTION: With a few easy changes, students should be to improve test scores.

PROCEDURE:

1. Explain to the students that today they will be learning five ways to improve their test scores.
2. Put the following phrases on the board:

   a) Preview the tests.
   b) Arrange your time.
   c) Look for clue words.
   d) Answer the easy questions first.
   e) Review the test.

   Then go back and discuss and explain each one.
3. Preview the Test - Look over the entire test before answering any questions. By doing this, you will get an idea about the test.
4. Arrange Your Time - Find out how many points each question is worth. Some questions may be worth more than others. You'll want to make especially sure you do the questions of higher value. If the test contains essay questions, make sure you allow enough time to complete them.

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5. Look for Clue Words - Be aware of and look for words that tell you what type of question you are answering. Read the questions carefully. Look for words that give you a hint about the answer. Be sure you answer all essay questions completely.
6. Answer the Easy Questions First - Previewing the test (step one) helps you with this step. Do all the questions for which you know the answers first, while perhaps making a mark next to those items about which you are not sure. After doing the questions you know, go back to the ones you skipped. By doing this simple procedure, you have made sure you completed those items you could answer in the event you do not finish the test.
7. Review the Test - Look over your test when you have finished. You may find some careless mistakes. When reviewing an essay test, consider these questions:

   a) Did you write what you really meant?
   b) Did you really answer what the question asked?
   c) Are your answers clear? (Is it obvious what you are trying to say?)
   d) Did you follow the directions and answer all of the questions to the best of your ability?

OBSERVATION NOTES

Allow the students to practice these steps. It might be a good idea to write these steps on the board the next several times the students take a test.

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AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING STUDY AND LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO DO WELL ON TESTS.		
TIME:	45-50 MINUTES		
GROUP SIZE:	SMALL GROUP OR CLASS	GRADE LEVEL:	6-9
MATERIALS:	NOTEBOOKS AND PENS	REFERENCE:	JUDITH TINDALL, PH.D.

"HOW TO TAKE A TEST"

INTRODUCTION: There are a few easy steps that will help students improve their scores. This lesson will give simple steps to help students answer different types of questions.

PROCEDURE:

1. Explain to the students that today the class will be discussing different types of tests. This lesson will make it easier to answer different types of questions.
2. Essay Type Examinations - When taking an essay test, first glance over the questions. Check the number of questions. Decide how much time to allow for each. Look at the first question. What does it ask you to do? Make sure you understand what the question is asking. On a piece of paper organize your ideas and outline what you are going to say. After you finish and of time allows, go back and see if anything can be added. Look for misspelled words and grammatical errors. Make sure you write neatly. Also make sure you give examples to support your ideas.
3. True-False Tests - Use extreme care when reading each individual statement. Be sure you know what it says. True-False tests usually contain several questions. No one question therefore, can be of too great an importance. Answer each question to the best of your knowledge and forget it. Give your full attention to each question. If you have time, go back and try a new approach. What was said about this in class? What did the instructor say about this? Changes made under these conditions are usually from "wrong" to "right" answers. Be aware of any true-false- statements that have "always" or "never" in them; usually they are false.

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4. Multiple-Choice Tests - These can be tricky also. Be sure to read correctly each part of the question and answer. Give each question your full attention, first read and study the question thoroughly. Know what is being asked and what sort of an answer is required. After careful study of the questions, remembering what type of answer is required, look at the proposed answers. Relax between each question for a few seconds so you will be fresh for the next one.
5. Problem-Solving Tests - Study and analyze the problem. Ask yourself: "What did the teacher ask in this problem? Which of the principles that we have studied could be used in the solution of this problem? What are the steps to be used in the solution?" This thinking in words will help you select the correct process. Use proper notations and write the solutions as completely as possible. If you leave out steps, you will have to go through them when checking, and this may lead to mistakes. Keep thinking in words about what you are doing as you work out the solution. This helps keep your mind centered on the task and helps to avoid errors in method. When finished, relax and go back through the test checking reasoning and arithmetic signs.

OBSERVATION NOTES

Be aware of students who are overly anxious about any particular type of test. They may need practice and encouragement before taking that type of test.

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Area III- Category M- Competency 45

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT MIDDLE/JUNIOR HIGH SCHOOL

COMPETENCY: I UNDERSTAND THE CHALLENGES STUDENTS HAVE IN HIGH SCHOOL.
TIME: 2 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 8-9
MATERIALS: A BOX TO RECEIVE ANONYMOUS QUESTIONS, HIGH SCHOOL STUDENTS FOR A PANEL

"MIDDLE/JUNIOR HIGH SCHOOL QUESTION BOX"

INTRODUCTION: Eighth/ninth graders have many questions regarding High School. In the traditional question and answer format, many students may feel their question is too dumb or obvious. This question box format generates most of the significant questions and allows the teacher to add any that may not have been asked.

PROCEDURE:

1. Cover a small box with colorful paper. Paste or draw on lots of different sized question marks. Make a good sized slot in the top in order to allow students to drop in their questions.
2. Explain that many sixth graders have different questions about high school. This first class period is the time we are going to ask any questions anyone has about ANY aspect of high school. No question has to be signed. No question is too small. No one will know who asked which question.
3. Ask students to use their brainstorming skills to get out any and all questions. Ask each student to try to write at least five questions.
4. Explain that you will get all the questions together and at the next session each student will get the list and the answers will be discussed.
5. Go through the questions and make a list. Add any that should be addressed. Ask a high school colleague to check the list to be sure all important topics are covered.
6. Duplicate the list for each student.
7. At the second meeting bring a panel of three or four high students to discuss the list of questions. Distribute the lists to the class and panel.

8. Ask the panel to introduce themselves with their name and their most vivid memory of their first week in high school.
9. Proceed with the panel answering the questions on the list.

OBSERVATION NOTES

If a large percentage of the class seems slow in getting started writing their questions, it might be helpful to get them started with some class discussion. Also, if some students appear unusually apprehensive about the subject of going to high school, individual or small group follow-ups might be helpful.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL

COMPETENCY:	I UNDERSTAND THE CHALLENGES STUDENTS HAVE IN HIGH SCHOOL.		
TIME:	30-50 MINUTES		
GROUP SIZE:	SMALL GROUP OR CLASS	GRADE LEVEL:	6-9
MATERIALS:	NONE		

"GETTING READY FOR HIGH SCHOOL"

INTRODUCTION: It is essential that students be made aware of some of the possible problems they may encounter upon entering high school. The more informed they are about what to expect, the smoother the transition from middle/junior high to high school.

PROCEDURE:

1. Ask two students from the local high school to address your class, one boy and one girl. It would also be desirable if they were either from the freshman or sophomore class.
2. In preparation for the visit, ask students to each prepare one question to ask.
3. The counselor may want to conduct a question and answer session after the visiting students have completed their presentation. Students may be interested in such things as:

    a) Is there a serious drug problem at your school?
    b) What is the food like in the cafeteria?
    c) What sports are played at your school?

OBSERVATION NOTES

Students who express a desire for further information should be referred to the high school counselor.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL

COMPETENCY: I UNDERSTAND THE CHALLENGES STUDENTS HAVE IN HIGH SCHOOL.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 8 OR 9
MATERIALS: PAPER, PENS, PENCILS, CHALKBOARD

"GETTING WHAT I NEED"

INTRODUCTION: This activity will help students know what help is available to them, at the high school level, when they need it.

PROCEDURE:

1. The leader may suggest that the class use some brainstorming techniques to determine what resources are available to students who are in need of assistance.
2. After allowing students sufficient time, about fifteen minutes, the leader may want to list a number of problem situations on the board and ask the class where would a student go who was experiencing these problems. The answers ascertained from the students may also be listed across from the problem situation. This will identify problems and corresponding answers to those problems. The leader may want to encourage the students to list other problem situations and where a student may find help with those problems.

Who can help us if we are having problems with . . .?

- drugs/alcohol
- problems with a teacher
- peers
- courses
- dating
- organizing their time

- tardiness
- failing
- fitting in or belonging
- family

OBSERVATION NOTES

Students who do not offer any answers during the class activity or who still seem to be confused may be given additional help.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL

COMPETENCY: I KNOW WHERE TO GO TO GET HELP WHEN I HAVE A PROBLEM CONCERNING HIGH SCHOOL.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 8 OR 9
MATERIALS: A PANEL OF HIGH SCHOOL STUDENTS

"ASKING OTHERS ABOUT HIGH SCHOOL"

INTRODUCTION: An important part of preparation for high school involves learning about extracurricular activities that are offered in this new setting. This activity will give students an opportunity to satisfy some of their curiosity about high school and to practice their questioning ability.

PROCEDURE:

1. Introduce the activity by stating that people often have questions when they are beginning something new. Tell the students that it is "normal" to wonder a great deal about what high school will be like. Invite them to write down any questions they have about high school activities. Encourage them to include questions about a variety of activities even if they are not involved with them at the present.
2. Present the panel of high school students that has been selected for the activity. A panel of three or four students with a variety of interests should be sufficient. Invite panel members to introduce themselves by stating their year in school and what activities they are or have been associated with in high school.
3. Encourage the students to begin asking their questions one at a time, directing them to specific panel members. The format for asking the questions is as follows: "Kelly, if I wanted to join the choir who would I talk to?" or "Greg, if I wanted to find out if the school had a swimming team, where would I go?" Direct the students to ask the questions in this manner first, rather than just ask students the resources. They can also supply the specific content that the student is requesting. The panel members may need to be briefed on this procedure beforehand.

4. Continue the process until all the questions have been asked and answered. If there is time, invite panel members to share their early high school memories with the class, especially those that involved learning how to ask others for help.

OBSERVATION NOTES

Students who have difficulty with this activity because they can not ask questions in this format may benefit from practice in small groups.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL

COMPETENCY: I KNOW WHERE TO GO TO GET HELP WHEN I HAVE A PROBLEM CONCERNING HIGH SCHOOL.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 8 OR 9
MATERIALS: NONE

"WHERE TO GO, WHAT TO DO"

INTRODUCTION: The type of question uppermost in the minds of the incoming 9th or 10th graders will be one about where to go for various types of problems or help needed. This lesson addresses this need for information.

PROCEDURE:

1. Explain that when the students first arrive at the high school many questions will arise about where to go for various types of assistance. Even though the students are not very concerned about some of these now, thinking ahead will make the transition to high school easier.
2. Ask the group to imagine coming to the school the first day of high school and proceeding through the day. "What are questions that will possibly arise?" Brainstorm these and list them on the board. Examples may be, "How much does lunch cost?, Who should I take to about a schedule change?, Where can I buy a yearbook?, Where do I get a locker assignment?" If students drive to school, "How can I get a permit?" During this step, do not permit answers, as this will interfere with the free flow of questions.
3. Encourage as many questions as possible. Stress that no question is unimportant. Suggest ideas that the students may overlook but that you know from past experience will arise.
4. When the ideas have been exhausted, start at the top of the list and answer each questions as concretely as possible. Use input from the class when volunteers know the answer.
5. If any questions cannot be answered by the leader or the class, say that you will contact high school personnel and bring back the answers as soon as possible.

6. To conclude this activity, ask a student to copy the questions and answers. When you have followed-up and found all the answers, make copies to distribute to each student.

OBSERVATION NOTES

Any students who have undue anxiety about the transition to high school would benefit from follow-up in a small group. Some of their anxiety may be related to questions about their promotion to the high school.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL

COMPETENCY:	I KNOW WHAT WILL BE EXPECTED OF ME IN HIGH SCHOOL.
TIME:	1 CLASS PERIOD
GROUP SIZE:	CLASS GRADE LEVEL: 8 OR 9
MATERIALS:	ONE HIGH SCHOOL HANDBOOK FOR EACH STUDENT

"THINGS TO DO IN HIGH SCHOOL"

INTRODUCTION: An important part of preparation for high school involves learning about extracurricular activities that are offered in this new setting. This activity will give students an opportunity to satisfy some of their curiosity about high school and also expand their awareness of what activities are offered.

PROCEDURE:

1. Introduce the activity by stating that people often have questions when they are beginning something new. Tell the students that it is "normal" to wonder a great deal about what high school will be like. Invite them to write down any questions they have about high school activities. Encourage them to include questions about a variety of activities even if they are not involved with them at the present.
2. Pass out high school handbooks, giving one to each student. Instruct them to become familiar with the book and to find the answers to their questions. They are to write the answers down along with the page number where they found the information.
3. Gather students into a circle and have them "quiz" each other on the information they have gained in the following manner: one student begins by reading one of his questions and then asking another student to answer it without referring to the handbook. If the answer is correct, the person who answered the question reads one of her questions and asks another student to answer it. If the answer is not correct, the questioner selects another student. If no one in the class can answer the question, the student reads the answer aloud and goes on to

another question. This process expands all students' awareness of what opportunities high school affords at an extracurricular level.

OBSERVATION NOTES

Students who show little interest in this activity or in their future in high school may be masking a lot of fears and may need time for individual counseling.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL

COMPETENCY:	I KNOW WHAT WILL BE EXPECTED OF ME IN HIGH SCHOOL.
TIME:	2 CLASS PERIODS
GROUP SIZE:	CLASS GRADE LEVEL: 8 OR 9
MATERIALS:	INDEX CARDS, WORKSHEET-"TYPICAL DAY OF A HIGH SCHOOL STUDENT"

"BE PREPARED"

INTRODUCTION: Being prepared for high school involves a variety of aspects. Students will feel more comfortable when they enter high school if they have the opportunity to explore the possibilities.

PROCEDURE:

1. Session I- Begin the lesson by asking the students how they feel high school will be different from junior high/middle school. Explain that high school is very different from middle school. Some examples may be:

   a) sports
   b) classes that prepare you for college or career
   c) after school activities
   d) teachers methods
   e) expectations for achievement
   f) peer relationships
   g) class scheduling, competing with older students for grades

2. Distribute the handout "Typical Day of a High School Student". Explain the different schedules of students to the class.
3. Explain to the students that the second session will involve getting some answers to their many questions about high school. Pass out the index cards, two to each student. Instruct the students to mark counselor at the head of one card and students at the head of the other card.

The students will need to write down questions that they would like to ask a high school counselor and questions they would like to ask high school students. If students are having trouble coming up with questions, suggest several areas for them to think about. Students are to retain cards for Session II or the leader could collect them to be used the second day.

a) Classes they might take.
b) How classes can prepare them for a career?
c) What sports are available?
d) What kind of clubs are there?
e) What elective courses are there?
f) Time Management.
g) How much time is between classes?
h) How big is the high school building?
i) Is it hard to make friends?

4. The facilitator will need to contact the high school to make arrangements for a counselor and several "outgoing" students to come to the second session.
5. Session II- Divide the class into two groups. Introduce the counselor and the students. Explain to the students that the counselor and students will spend fifteen minutes with each group. In that time the students may ask any questions that they feel are appropriate for that person. Ask the students to use their index cards from session I to address either leader/student groups.
6. Bring the groups together as a class. Ask the class if they have any last minute questions for the counselor and high school students. Thank the counselor and students for coming.
7. After the counselor and students leave, ask the question, "Is high school different than you thought?" Brainstorm responses and write them on the board.

OBSERVATION NOTES

Students may require more individual sessions with a counselor to prepare them for high school.

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TYPICAL DAY OF A HIGH SCHOOL STUDENT

Steven - Freshman	**Mary - Sophomore**
Period 1-Algebra	Period 1-Geometry
Period 2-Home Ec.	Period 2-French I
Period 3-English	Period 3-Literature
Period 4-Lunch; Social Studies	Period 4-History; Lunch
Period 5-P.E.	Period 5-Band
Period 6-Physical Science	Period 6-Chemistry
After School Activities: Freshman Football	After School Activities: French Club, Marching Band, Tennis Team
Leann-Junior	**Michael-Senior**
Period 1-Trignometry	Period 1-Pre-College Algebra
Period 2-Industrial Arts	Period 2-Office Worker
Period 3-English Composition	Period 3-English Composition
Period 4-Lunch; History Writing	Period 4-Honors History; Lunch
Period 5-P.E.	Period 5-German IV
Period 6-Biology	Period 6-Geology
After School Activities: Cheerleading, Evening Job	After School Activities: Prom Committee, Basketball Team, Weekend Job

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL

COMPETENCY: I KNOW WHAT WILL BE EXPECTED OF ME IN HIGH SCHOOL.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 7-8
MATERIALS: NONE

"DEALING WITH EXPECTATIONS"

INTRODUCTION: When students make the transition from middle school to high school they are often overwhelmed by the expectations that others have of them. This activity will help clarify what those expectations might be and thus afford the student an opportunity to prepare for meeting those expectations.

PROCEDURE:

1. Introduce the activity by discussing the role that expectation plays in our life. Make the point that expectations are always present either from other people or from ourselves. Elicit responses from the students about how they respond to expectations and how they let others know when they have expectations of them.
2. Direct the students to make a personal list of the expectations that they have about high school. Their list should include expectations they have about teachers, other students, their parents, and themselves.
3. Lead the class in making a collective list of the expectations they feel the following people have about them when they enter high school:

    a) parents
    b) teachers
    c) friends
    d) themselves

4. Encourage the students to discuss their feeling about all of these expectations. Which ones do they think will be the most difficult to meet? Why? Which expectations do they look forward to meeting? Why?

OBSERVATION NOTES

Students who seem overwhelmed or distressed by the number of expectations may need individual attention. Likewise, students who have difficulty with the activity because they think that there will be no new expectations may also require individual help.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I UNDERSTAND HIGH SCHOOL CREDITS AND GRADUATION REQUIREMENTS
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 8 OR 9
MATERIALS: WORKSHEET "WHEEL TOWARD GRADUATION"

"WHEEL TOWARD GRADUATION"

INTRODUCTION: Many middle school students are not aware of high school credits or graduation requirements. This lesson can help them learn the requirements of the high school they will be attending as well as the meaning of the units of credit. This is a lesson that can be presented before the counselor registers the students for the following year.

PROCEDURE:

1. Tell the students that today they are going to have an opportunity to familiarize themselves with their high school program of studies booklet. (Most high schools have a booklet with all of the course listings and graduation requirements.) Pass the booklets out to each student.
2. Go over the graduation requirements and discuss each program that is offered at the high school level. (For example-general education program, college preparatory program, Missouri college preparatory program). Names for these programs might vary depending on the school district.
3. Distribute the worksheet and discuss the units at the top of the page.
4. Go over the example wheel for the Missouri college preparatory program and discuss the number of units required for each subject area.
5. Tell the students to think about which program they want to pursue. Using the example wheel as a guide, ask them to fill in the other two wheels which represent the college preparatory program and the general program according to the high school they will be attending.

OBSERVATION NOTES

Some schools may have a vocational program or other programs of study. If this is the case, the leader could add wheels to the worksheet.

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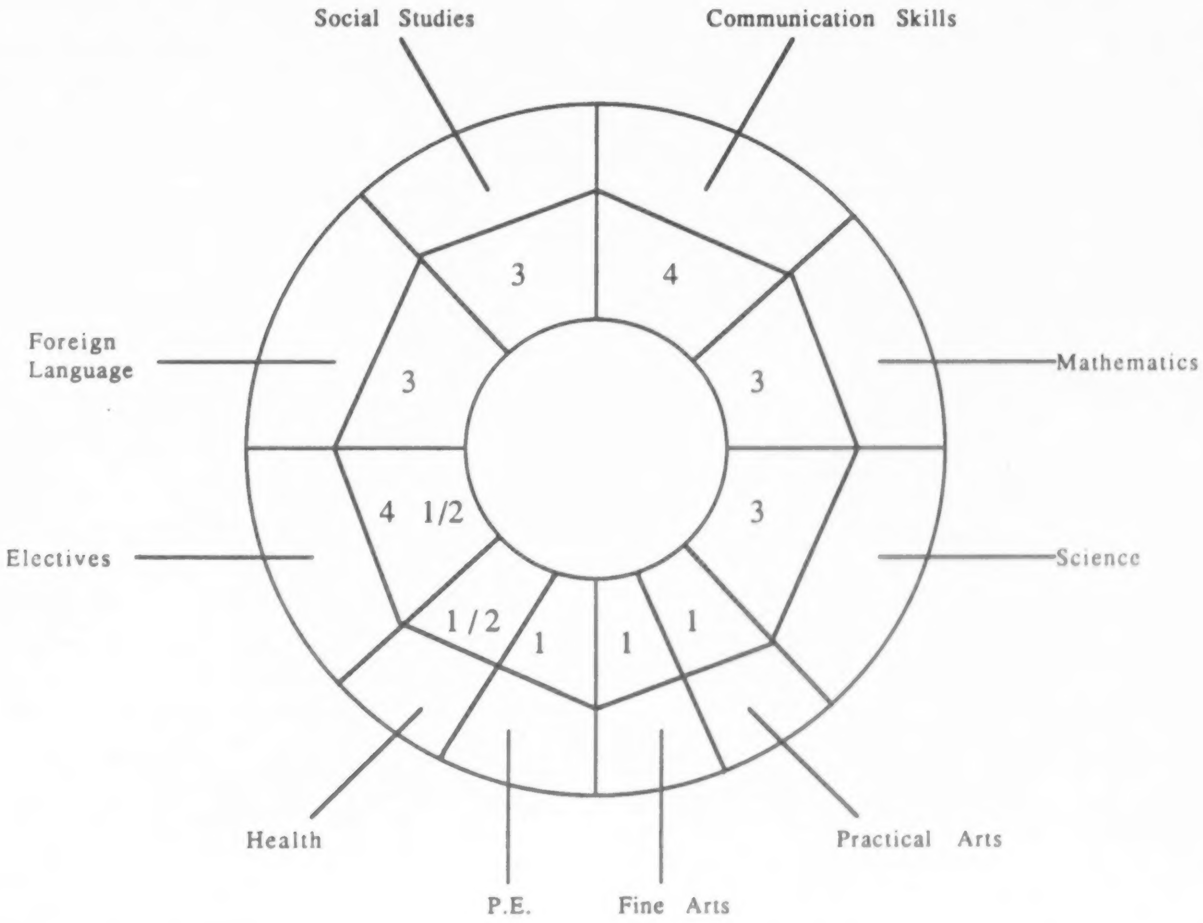
WHEEL TOWARD GRADUATION

The following chart explains a unit of credit for high school graduation.

1/2 unit
of credit

Units earned
by taking and
passing.

1 class
1 period
everyday
for
1 semester


Social Studies
Communication Skills
3
4
Foreign Language
3
3
Mathematics
4 1/2
3
Electives
Science
1 / 2
1
1
1
Health
Practical Arts
P.E.
Fine Arts

Missouri College Preparatory Diploma- The center of the wheel is the number of credits required for graduation. The divisions show how many credits are required in the nine areas of study.

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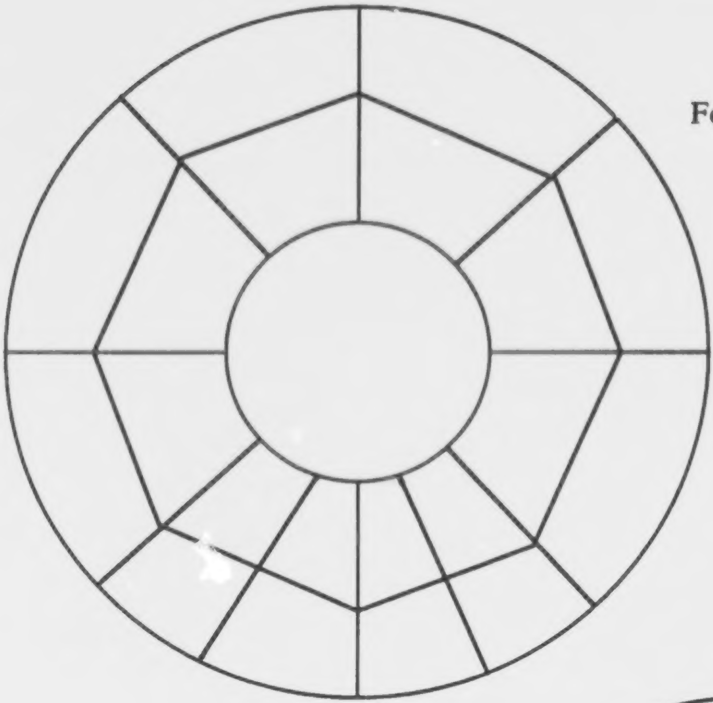
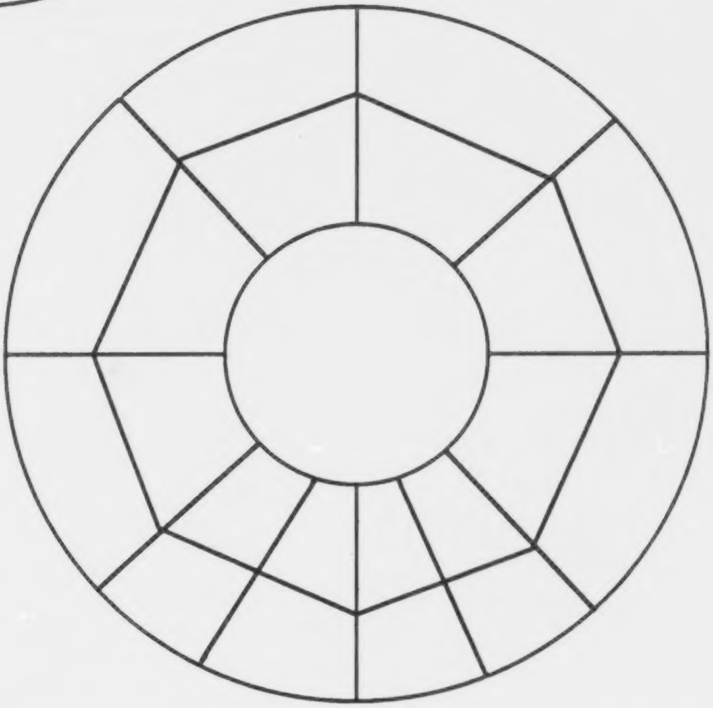
Fill in the wheels for your specific high school for college preparatory and general course studies.



For college preparatory diploma



For general diploma

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I UNDERSTAND HIGH SCHOOL CREDITS AND GRADUATION REQUIREMENTS.
TIME: 30-50 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 8 OR 9
MATERIALS: "CREDITS AND GRADUATION WORKSHEET"

"GIVE YOURSELF SOME CREDIT"

INTRODUCTION: Students will become aware of course requirements for graduation (based on current requirement for their graduating class) and will learn about high school credits. The activity is general in nature, and is not intended to be specific about all types of courses offered.

PROCEDURE:

1. Explain to the class that the state requires that students complete a variety of classes in high school in order to graduate. Each time they pass a class, they earn a credit or point towards future graduation. A credit has a numerical value that expresses the length of the class. (1 credit is given for passing 2 semesters of a class, 1/2 is given for passing 1 semester of a class.)
2. Explain that students may earn credits in any class they take, but they must take and earn credits in specific classes as determined by the state and school district in order to graduate.
3. Explain that classes are put into categories or types, and that specific credits must be earned from each category in order to graduate.
4. Distribute the "CREDITS AND GRADUATION" worksheet and give the following instructions. "In our school district, students must earn (22) credits in order to graduate. On the worksheet, you will see specifically what types of classes you must earn credits in. Below that, there are lists of classes under each category." (Modify to meet district requirements.)
5. Ask students to share their sample worksheets when completed, and collect the sheets afterwards for future use.

OBSERVATION NOTES

Be aware of students who make negative comments about graduation from high school, or express an interest in dropping out of school or pursuing alternate routes to earning a diploma. These students may need to clarify their goals in a counseling setting.

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CREDITS AND GRADUATION WORKSHEET

NAME________________________________ CLASS____________

Instructions: Circle classes from the categories below that would help satsify the district requirement for (22) credits. This is the district requirement:

English- 3 credits
Math- 2 credits
Science- 2 credits
Social Studies- 3 credits
Physical Education- 1 1/2 credits
Health- 1/2 credit
Fine Arts- 1 credit
Practical Arts- 1 credit
Electives- 8 credits

An elective can be any class from any category that is not required for graduation.

English-
English I, English II, English III, English IV, Journalism, Drama, Yearbook

Math-
Basic Math, Pre-Algebra, Algebra, Geometry, Trigonmetry, Pre-Calculus, Calculus.

Science-
Earth Science, Physical Science, Biology, Astronomy, Oceanography

Social Studies-
Citizenship, American History, World Civilizations, Psychology, Child Studies

Physical Education/Health-
P. E., Personal Fitness, Health, Team Sports

Fine Arts-
Band, Orchestra, Choir, Art, Drawing, Painting, Spanish, French, Latin, German

Practical Arts-
Home Economics, Typing, Business, Office, Industrial Arts

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FOUR YEAR PLANNED PROGRAM

Date Prepared ____________
Date Reviewed ____________
____
____
____

Name ________________________________

Parent's Name ____________________________ Phone No. ______________

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Lang. Arts I	Lang. Arts II	Lang. Arts III	Lang. Arts Credit
Geog./Civic	American Hist.	History Credit	
Math Credit	Math Credit		
Gen. Science	Biology I		
Phy. Ed.			

Choose: 2 Practical Arts

1 Fine Art

All remaining courses are electives

Post High School Plans-(Circle one)

Technical School, Beauty School, College or University, Work

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I UNDERSTAND HIGH SCHOOL CREDITS AND GRADUATION REQUIREMENTS.
TIME: 45 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 6-9
MATERIALS: "FOUR YEAR HIGH SCHOOL PLAN"- - ONE FORM FOR EACH STUDENT.
REVEIWING HIGH SCHOOL'S GRADUATION REQUIREMENTS AND CATALOG OR PLAN BOOK; ONE COPY PER STUDENT.

"FOUR YEAR HIGH SCHOOL PLAN"

INTRODUCTION: It is important for students to have a working knowledge of high school curriculum requirements. Competency in this area allows students to pick and choose courses that interest them, that will aid them in post-secondary planning, and that meet the school district's graduation requirements.

PROCEDURE:

1. Hand out the graduation requirement sheets.
2. Introduce the concepts of credits, diploma programs, Certificates of Attendance, and Core Competency requirements. As an example:

   a) "A credit is the numerical weight awarded for the successful completion of a course, and is calculated per semester. The school year is divided into four quarters. First and second quarters equal the first semester; third and fourth quarters equal second semester. A regular high school schedule includes six courses per semester. Successful completion of the courses will yield three credits per semester or six per year."

   b) If the school has more than one diploma program, point out the requirements and differences of each.

c) A Certificate of Attendance is awarded to a student who has attended high-school four years and demonstrates inability to satisfy the diploma requirements.

3. Distribute "Four Year High School Plan" form. If there is a choice of diploma programs say, "You must now make a choice of diploma programs. That decision is based on your present performance in school and teacher recommendation."
4. Instruct the students to fill in their required courses.
5. Discuss the fine and practical arts credits. Fine arts credits include music, arts, speech, and drama. These are courses that appeal to the sense of beauty. Practical arts include, home economics, industrial arts, business, and driver education. These are courses that are generally considered to be useful.
6. Explain "elective" courses dictated by goals, if known. Elective courses are those built into the curriculum to allow students to experiment with their interests. They also allow students the opportunity to balance the schedule to avoid taking all difficult classes.
7. Ask for questions from the group. Suggest individual meetings for further planning and collect the forms to be kept in the Advisory Folders (if your school has these). If your school does not, ask the students to make a folder and suggest that they hold on to the folder for reference during their high school careers, updating it annually.
8. Conclude by informing students that the plan they made is not unchangeable. They may make changes over the years whenever they feel it to be necessary.

OBSERVATION NOTES:

For some students, thinking ahead for four years will be very difficult. If they can be reassured that the idea of planning is important and that today's activity is a start, then they can proceed as rapidly or as slowly as they are ready to do so.

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Name of Student__________________________ Date__________

FOUR YEAR HIGH SCHOOL PLAN

1. Using the curriculum guide, choose courses which will satisfy the requirements of your diploma program and meet the needs of your career and occupational goals.

2. The elective courses you choose and list on this form may be changed throughout your four years.

9th Grade		10th Grade	
1st semester	2nd semester	1st semester	2nd semester
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________

11th Grade		12th Grade	
1st semester	2nd semester	1st semester	2nd semester
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________

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Requirements for Graduation	Credits Required
Social Studies	----
English	----
Mathematics	----
Science	----
Fine Arts	----
Practical Arts	----
PE and Health	----
Elective	----
Total	----

____
Parent Signature

____
Student Signature

____
Date

Area III- Category O- Competency 51

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I UNDERSTAND HIGH SCHOOL CREDITS AND GRADUATION REQUIREMENTS.
TIME: 30 MINUTES
GROUP SIZE: 20 STUDENTS GRADE LEVEL: 6-9
MATERIALS: A LIST OF EACH DIPLOMA REQUIREMENTS
ACTUAL DIPLOMAS

"UNDERSTANDING CREDITS"

INTRODUCTION: Students who are informed of graduation requirements for the various high school diploma programs are better able to meet those requirements. They are also more apt to take courses that either interest them or that will aid them in post secondary plans. Informed students generally do not duplicate courses.

PROCEDURE:

1. Discuss what "credits" are. (A credit is the numerical weight awarded each class successfully completed). Each class is generally awarded one-half credit per semester. For example, when a student successfully completes one year of school (on a normal schedule of six classes per semester) he earns six credits for the year or three credits per semester.
2. Inform students of credit requirements for each diploma program.
3. Show the students an example of each diploma.
4. Check the group for understanding.

   a) What are the differences in the diplomas?
   b) How many credits are needed for each?
   c) How many electives do you have?

5. Answer any questions.
6. Conclude by inviting students to your office for individual assistance.

OBSERVATION NOTES:

Check for students who appear to be lost during the presentation. They may need to be called into the counselor's office for individual assistance.

Area III- Category O- Competency 52

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I KNOW HOW TO SELECT HIGH SCHOOL COURSES THAT HELP MEET MY NEEDS, INTERESTS AND CAREER GOALS.
TIME: TWO-50 MINUTE CLASS SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 8 OR 9
MATERIALS: HANDOUTS - "WHAT WOULD YOU CHOOSE?", "WHAT ARE MY LEARNING HABITS?", "FOUR-YEAR PLAN", HIGH SCHOOL COURSE CATALOG

"CHOICES"

INTRODUCTION: Before a student enters high school they will need to make long-range plans for their course selections. Self assessment, evaluation, and program planning are all essential parts to course selection. A better understanding of what type of program is right for them will enable the student to enter high school with a clear concept of their goals.

PROCEDURE:

Session I:

1. Begin the lesson by asking students "Why do you take the classes that you do?" Examples:

a) I have to.
b) I'm interested in it.
c) It's something new - I've never tried it.

Inform the students that frequently their reasons for choosing courses are not as carefully considered as they could be. Through careful assessment of their interests and abilities students can learn to make long-range plans.

2. Pass out "What Would You Choose". Inform the students that this handout will help them become aware of some of the choices they make within a class. There are no right or wrong answers. Allow ten minutes for this activity. Ask students if they were surprised by their answers.
3. Discuss with students different types of learning habits.
   Examples:

   a) Dependent on teacher
   b) Time management
   c) Study skills
   d) Pace of learning

   Stress to the students the importance of understanding their learning habits. It is with this understanding that a student can adapt their own style to certain courses that can benefit them. Hand out "What Are My Learning Habits?" Allow ten minutes for students to fill this out.

4. Ask students if they would like to change any of their learning habits? Suggest several changes:

   Examples:

   a) Try one new thing each day.
   b) Use a dictionary to look up words.
   c) Make a daily work schedule.
   d) Spend free class time working on assignments.

   Encourage students to adapt these to their own situation.

SESSION II:

1. The leader will need to contact the local high school counselor for a copy of the high school requirements and a course catalog.

2. Open the session by asking the students if they now understand how careful planning can help them in their high school course selections.
3. Introduce the "Four Year Plan" to the students. Explain to them that by using the high school catalog they can make some long range plans for their high school courses. Emphasize the need to consider interests, abilities, and learning habits in making their choices. Remind students that this is not a set schedule, but a guideline for them on course planning. As as evaluation of their "Four Year Plan" ask students to fill out the "Program Planning-Why Did You Choose These Courses?" This may give them more insight into their course selection.

OBSERVATION NOTES

Students who cannot make a decision on class planning, may need additional sessions to clarify their interests and abilities.

WHAT WOULD YOU CHOOSE?

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Directions: Place a check mark next to the answer that best describes the manner in which you would handle each situation. Mark only one answer for each situation.

1. Situation: I may choose a book to read for the next three weeks.

_____ Read list and pick the most unusual title
_____ Ask a friend
_____ Shortest or longest
_____ Author I recognize
_____ Get book and look at cover
_____ One I've read before
_____ Pick one at random
_____ Easiest
_____ Hardest
_____ Easiest to reach on shelf
_____ Preview two or three, pick one

2. Situation: Pick a group to work with for three days of discussion and activity. I would choose:

_____ One nearest me
_____ One I don't know
_____ The smartest group
_____ Go with a friend
_____ Fast workers
_____ Slow workers
_____ One I know best
_____ One with mostly girls/boys
_____ Randomly
_____ The smallest group
_____ The largest group

3. Situation: I am in a small group doing a project. The role I tend to play in the group is:

_____ Clown
_____ Summarizer
_____ Idea Man
_____ Agreer
_____ Focus
_____ The Practical One

4. Situation: In my small group, I would typically volunteer to be the:

_____ Leader
_____ Secretary
_____ Member
_____ Go-fer

5. Situation: My teacher asks us to select a project from several listed. I would select the one that:

_____ Is least work
_____ Is most work
_____ Uses a talent I have
_____ For which I already have materials
_____ I have done before
_____ Is on a topic of most interest to me
_____ I can do at school
_____ I can do at home
_____ Has a product
_____ I can do well
_____ I will learn most that is new to me
_____ Has only talking
_____ Has reading
_____ Is informal
_____ Is formal
_____ Takes little time
_____ Takes lots of time
_____ Gets me the best grade
_____ Has most directions
_____ Has least directions
_____ Has set schedule
_____ Has no schedule

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6. Situation: Of these activities, the ones I do best and do least well are:
(B- for best and L for least)

_____ Reading alone
_____ Reading aloud
_____ Reading in groups
_____ Discussion in small groups
_____ Writing
_____ Experimenting
_____ Performing
_____ Textbook
_____ Library work
_____ Workbook exercises
_____ Question sheets
_____ Essay sheets

7. Situation: My teacher has put me in a group I don't like so I:

_____ Stick it out
_____ Make sure I don't get in the same group again
_____ Ask teacher if I can move to another group
_____ Move on my own
_____ Tell the group I don't like the way we are working
_____ Take over leadership of group
_____ Am as silent as possible
_____ Try to subtly influence group
_____ Complain to friends
_____ Am as negative as possible

8. Situation: A test given in history was unfair. I think I would:

_____ Ask teacher about it
_____ Tell your advisor
_____ Complain to principal
_____ Say nothing
_____ Adjust my studying for unfair tests
_____ Tell friends
_____ Ask to change classes
_____ Silently resent it
_____ Accept it as normal

9. Situation: This is what I tend to do when I don't succeed at a task in class:

_____ Feel badly about it
_____ Think "Oh, well, I can't win them all."
_____ Make sure I don't try it again
_____ Try it again at next opportunity
_____ Just hope I won't pull down my grade average
_____ Don't let it affect me
_____ Decide what went wrong
_____ Discuss it with the teacher
_____ Discuss it with advisor
_____ Feel it happens so often that it is normal

10. Situation: There are skills some of us never learn. When I am asked to use a skill I don't do well, I tend to:

_____ Get a book and practice by myself
_____ Ask a friend to help
_____ Ignore it, hoping I won't be asked to do it again
_____ Avoid using it
_____ Ask the teacher to help
_____ Use it as much as possible hoping to get better

11. Situation: If at the end of the hour I had an extra 15 minutes, I would:

_____ Relax before next class
_____ Ask to go run errands for teacher
_____ Ask teacher for next assignment
_____ Read a book
_____ Think about things
_____ Talk to friends
_____ Look over work, review lesson
_____ Go to library

12. Situation: What clues me in most to what is expected in a class is:

_____ Type of kids in class
_____ Teacher's description of the course in the first few days
_____ Comments from friends who have taken it
_____ How teacher runs the class
_____ Rumors from people who have and have not had course
_____ Course description in catalog

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13. Situation: When what is expected of me doesn't suit me, I tend to:

_____ Make teacher adjust to my expectations
_____ Ignore teacher's expectations
_____ Ask for a conference
_____ Adjust to expectations of teacher
_____ Do my own thing
_____ Ask outside people to tell teacher to adjust her expectations

14. Situation: I have been asked to evaluate my own work in a class, I would:

_____ Try to get out of it
_____ Give myself a high grade
_____ Be too shy to give myself an "A"
_____ Be as honest as possible
_____ Say what I would think the teacher would give me
_____ Give myself what most of the other students give themselves

WHAT ARE MY LEARNING HABITS?

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Directions: For each of the items, you will find a line with numbers under it. Above each line will be descriptions of learning styles. Circle the number which most closely describes how you see yourself. Then, put a square around the number which most closely describes how you wish you were. . . if your learning habits on that particular topic are just as you want them to be, then you would have a circle and a square around the same number. If you would like your habits to be different than they are, the circle and square will be on different numbers. There are no "right" answers to these. This sheet will be of help to you only if you honestly think about "Where You Are" and "Where You Would Like To Be."

1. **Teacher Directions:**

I am totally dependent on a teacher for directions. I need to be told what to do.	I need a teacher to direct me part of the time, but take the lead with some activities.	I can work independently and need a teacher only some of the time.

1 2 3 4 5

2. **Independent Thinking:**

I usually try to find answers to questions without teacher assistance.	I try to find some answers to questions on my own but sometimes rely on the teacher.	I rely on the teacher and the textbook for answers to most questions.

1 2 3 4 5

3. **Use of Class Time:**

I frequently waste class time and seldom complete assignments.	I usually use class time to do assignments but sometimes my mind wanders.	I almost always spend class time working on assignments; I have little, if any, wasted time.

1 2 3 4 5

4. **Work Schedule:**

I independently set up an efficient plan for completing my work each time I begin a new task.	I develop a plan to complete some learning activities - usually when I am told to do so.	I do not develop a plan for my work. I have no set pattern for beginning and completing an assignment.

1 2 3 4 5

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5. **Study Skills: (Taking notes, reading, outlining, listening, talking, writing, identifying major topics, using a dictionary)**

I do not use basic study skills. I don't know why.	Sometimes I use basic study skills, usually when I am told to do so.	I use basic skills automatically as a part of my work habit.

1 2 3 4 5

6. **Curriculum Materials and Packets:**

I usually go through learning materials or packets without assistance from a teacher.	I can follow learning materials or packets but need some assistance from a teacher.	I do not use learning materials or packets without constant help from a teacher.

1 2 3 4 5

7. **Adapting Curriculum:**

I never skip an activity and/or assignment.	I sometimes skip activities and/or assignments that deal with goals I have already mastered.	I always skip activities and assignments that deal with goals I have already mastered.

1 2 3 4 5

8. **Pace of Learning:**

I always work at a pace or rate equal to my ability.	I usually work at a pace or rate equal to my ability.	I work at a pace or rate well below my ability.

1 2 3 4 5

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FOUR YEAR PLAN

Courses I would like to take:	Course I have to take:

M/JH-361

Freshman

Sophomore

Junior

Senior

PROGRAM PLANNING

Why Did You Choose the Courses You Did?

Directions: On a separate sheet of paper you listed each of the courses you would like to take. Now place the number of your reason for taking a particular course beside the course name.

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1. Graduation Requirement
2. College Admissions, Tech School, or Trade School Requirement
3. Curriculum Exploration
   (Choosing course to check out your interests or because you think you need new experiences)
4. Interest and Strengths
   (Choosing courses in areas in which you already have strong interests and/or ability)
5. Career Applicability
   (Course is useful for getting a job or is a direct requirement for a career you have in mind)
6. Skill Development
   (Choosing course in an area in which you know you are weak and want to improve)
7. Parent Decision
   (Parent insists that the course be taken)
8. No Reason
9. Recommendation of a Friend

What Does the Completed List Say About Your Reasons for Taking Courses?

_____ My courses are leading to an "after graduation" goal.

_____ Graduation is my only goal at present.

_____ I'm taking many courses for no apparent reason.

_____ I'm building on my strengths and interests.

_____ My high school program is so tightly structured that I cannot take any course just for interest or exploration.

_____ I want to be prepared to get a job after graduation.

_____ I want to be prepared to get into college after graduation.

_____ Other people seem to be making my course decisions for me.

_____ I see my weaknesses and I'm trying to do something about them.

_____ I am taking some courses to explore new ideas and develop new skills.

Do you have any other observations about your reasons for taking these courses?

____

____

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I KNOW HOW TO SELECT HIGH SCHOOL COURSES THAT HELP MEET MY NEEDS, INTERESTS AND CAREER GOALS.
TIME: 45-60 MINUTES
GROUP SIZE: SMALL GROUP OR INDIVIDUAL GRADE LEVEL: 6-9
MATERIALS: ADVISEMENT FOLDER
RECORD OF COURSES TAKEN, "PROGRAM PLANNING ACTIVITY" AND "IS YOUR PROGRAM BALANCED?"

"A BALANCED SCHOOL PROGRAM"

INTRODUCTION: While students may often check with their advisors to see if their program of courses fits their career goals and their graduation requirement needs, they may overlook the importance of balance in their programs. This activity will help the students examine their course selections and school program to see if their program is properly balanced.

PROCEDURE:

1. Distribute to each student their completed copy of the "Program Planning" worksheet and a copy of "Is Your Program Balanced?"
2. Explain to the students that the objective of this activity is to get them to consider the value of a balanced school program.
3. Emphasize to the students that not only does a balanced program include courses that are required for graduation but will also help to prepare them for post-graduate plans (a job, training school, college).
4. Require students to complete their copies of "Is Your Program Balanced?" The leader should monitor closely this activity providing the necessary information and guidance needed from the advisement folders.

OBSERVATION NOTES:

The leader will need to have on hand each student's completed "Program Planning" worksheet before beginning this activity. Information needed from each student's advisement folder is a listing of courses taken. Also, it may be helpful to have available course catalogues to be used for reference. Some students may require additional time for this activity.

IS YOUR PROGRAM BALANCED?

Balanced is a schedule which attempts to draw from all subject areas offered in the catalog.

Balanced is not too much of any one thing.

Is your program **balanced** or is it one-sided?

An important goal is to insure that your program is **balanced**. Your program should contain the courses that can prepare you for your post-high school plans in a job, training school, or college, but it should also reflect the whole range of courses within the curriculum and the whole range within each subject area. For instance:

Your **Language Arts** selections should be composed of writing, literature, reading, media, language, speech and drama courses. Most areas should be represented over your high school program.

Your **Social Studies** selection should encompass these four areas: American Studies, world studies, political science, behavioral science. (Remember one unit of American History is required.)

Student Answer Here:

________ YES

________ NO

________ I DON'T KNOW

EXPLAIN:

____

____

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PROGRAM PLANNING

Why Did You Choose the Courses You are Now Taking?

Directions: On the lines below, write down the names of the courses you are now taking. Then place the number of your reason for taking a particular course beside the course name.

Here are the categories of reasons for having taken a course:

1. Graduation Requirement
2. College Admissions, Tech School, or Trade School Requirement
3. Curriculum Exploration (Choosing course to check out your interest because you think you need new experiences)
4. Interest and Strengths (Choosing courses in areas in which you already have strong interests and/or ability)
5. Career Applicability (Course is useful for getting a job or is a direct requirement for a career you have in mind)
6. Skill Development (Choosing course in an area in which you know you are weak and want to improve)
7. Parent Decision (Parent insists that the course be taken)
8. No Reason
9. Recommendation of a Friend
10. Other (Specify)

Courses

___________________________ ___________________________

___________________________ ___________________________

___________________________ ___________________________

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY:	I KNOW HOW TO SELECT HIGH SCHOOL COURSES THAT HELP MEET MY NEEDS, INTERESTS AND CAREER GOALS.
TIME:	45 MINUTES
GROUP SIZE:	INDIVIDUAL OR SMALL GROUP GRADE LEVEL: 8-9
MATERIALS:	COURSE CATALOG (ONE FOR EACH STUDENT) AND "GET THE MOST FROM THE COURSE DESCRIPTION" HANDOUT

"COURSE DESCRIPTION"

INTRODUCTION: Some students may have difficulty locating and recognizing some of the important data and statements that are written into course descriptions. In this activity the students will learn how to read a course description and use the key elements affecting course choices to make appropriate selections.

PROCEDURE:

1. Require the students to select a course description from their course catalog.
2. Provide time for students to read over their selected course description.
3. Read to students Virginia Wriggly's situation from "Get the Most From the Course Description" handout aloud.
4. Ask the students to give specific reasons why Virginia should or should not take that course (good notetaking skills; enjoys reading; independent worker; proficient in writing; may lack self-confidence).
5. Continue this activity with the leader reading Jerry Morley's situation to students and asking students to give reasons why Jerry should or should not take that course (needs college-bound courses; dislikes making oral reports, doing research papers, reading long books; lacking courses for graduation).

6. Conclude this activity by asking students to scan the course descriptions in the course catalogs for specific information. Questions the leader would ask are included on the "Get the Most From the Course Description" handout.

OBSERVATION NOTES

Students who seem unable to think of reasons for taking courses may also be exhibiting lack of interest in their classes. These students should be counseled individually since they may see no purpose in their learning.

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GET THE MOST FROM THE COURSE DESCRIPTION

Virginia Wriggly generally enjoys school. She loves to read and reads very well. While lectures do not always excite her, she has developed the ability to take notes relatively well.

She likes to work independently and enjoys the freedom to choose or direct much of what she learns. Talking in front of a class is one thing that she definitely does not like.

Virginia has taken two writing courses and really wants to develop her creative writing abilities. When she took earth science (geology), she was fascinated by the theory of continental drift. The battle strategies of the north and south interested her when she studied the Civil War.

Virginia is physically active and enjoys the outdoors. She is into organic gardening.

Jerry Morley thinks school is okay, but there are some things that he just can't stand. He hates reading long books, hates having to make oral reports, and hates doing research papers. Jerry goes to class regularly and mostly listens when there is a lecture. He thinks he is a fairly good reader, but he gets bored with long things. One reason Jerry doesn't mind school is that he gets along well with most kids and can work in groups and have a good time too. Jerry's into Ecology and is working on his ham radio operator's license. Since he plans to go to college, he figures he needs some more writing, social studies, and math. He hasn't completed all of his Fine Arts credit yet.

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FOLLOW-UP QUESTIONS

You might have noticed that the course description is broken into sections. All course descriptions are divided the same way. It is easier to find the information you want if you know which section to look in.

Where would you look:

1. to find if you were eligible to take a course?
2. to find what part of your graduation requirements would be met?
3. to see if you would be working in small groups?
4. to find if you would be studying the things you are interested in?
5. to find out how much or how hard the reading might be?
6. to find out if you could work independently?
7. to see if you might learn how to take notes, or read maps, or summarize a paragraph?
8. to see if you'll have to talk in class?

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I KNOW HOW ACADEMIC SKILLS SUCH AS MATH, READING AND SCIENCE RELATE TO MY CAREER GOALS.
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS: PAPER, PENCILS, CHALKBOARD

"RELATED SKILLS"

INTRODUCTION: Students often ask, "How will this help me when I get older?" This lesson will show the relationship between academic skills and job requirements.

PROCEDURE:

1. Explain to the students that today they will be shown how what they learn now will help them later in life.
2. Ask students to list three careers in which they might be interested after high school.
3. List some of these jobs on the board. Ask students to choose one job and create a list of requirements. What would you do everyday? What skills would you use? (Ex. engineer-math skills, computer skills, science skills, and reading and writing skills.) How will what you are learning at present relate to future jobs? (Ex. If you didn't have a good background in math, you wouldn't be able to work out the formulas or draw the designs as an engineer.)
4. Discuss the different skills necessary for certain occupations. Underneath each job list the academic area(s) necessary to perform successfully in that job.
5. How many of the jobs require math skills? How many require science? How many require reading? What skills do you need for most jobs? (Students should discover that math, reading, writing and science skills are necessary for almost every job.) What does this tell you about the subject you are studying now?

OBSERVATION NOTES

Be aware of students who still don't see how education relates to future jobs. These students may need additional help to see how school relates to "real life".

Area III- Category O- Competency 53, 55, & 56

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY:	I KNOW HOW ACADEMIC SKILLS SUCH AS MATH, READING, AND SCIENCE RELATE TO MY CAREER GOALS. I UNDERSTAND HOW COMPLETING HIGH SCHOOL WILL BETTER PREPARE ME FOR THE JOB MARKET. I UNDERSTAND HOW COMPLETING HIGH SCHOOL WILL BETTER PREPARE ME TO CONTINUE MY EDUCATION (VOCATIONAL TECHNICAL EDUCATION, MILITARY, AND COLLEGE).
TIME:	2 CLASS PERIODS
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 6-9
MATERIALS:	PAPER, PENCIL, OVERHEAD PROJECTOR, ACCESS TO PARENTS

"SURVEY FOR SUCCESS"

INTRODUCTION: This lesson will ask students to construct and use a survey for parents. It will focus on preparing for the world of work.

PROCEDURE:

1. Present this activity as a problem to be solved. Explain that a survey needs to be done of parents and other adults regarding their job choices. You want to learn about:

   a) their reasons for working.
   b) the rewards of the work.
   c) training needed for the work.
   d) availability of this kind of work.

2. Make sure the students include questions about how high school prepared them for work. How do they use science, math, and reading? Did they need to go to college? How did high school prepare them for college?
3. Explain that you need responses from 100 parents or other adults and that answers will be tallied (yes or no answers, or multiple choice, but not answers that are written out).

4. Divide the class into small groups and have them devise the survey forms.
5. Make overhead transparencies of each form and have the students vote on the form to be used.
6. Make copies of the survey and ask each student to have four adults complete the survey.
7. At the second session, tally the results. Express the results in percentages.
8. Have them write paragraphs describing the survey and the results. How did high school better prepare the parents for the world of work?
9. Discuss the results of the survey and ask for the students' conclusions about the information elicited.

OBSERVATION NOTES

This assignment would be effective as part of an English unit on paragraph writing or the difference between fact and opinion.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I KNOW HOW TO SELECT MIDDLE SCHOOL EXTRA CURRICULAR ACTIVITIES THAT WILL MEET MY INTERESTS AND FUTURE GOALS.
TIME: 2 CLASS PERIODS
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 6-8
MATERIALS: "HOBBY HOTLINE SURVEY"

"HOBBY HOTLINE"

INTRODUCTION: Many times students fail to realize that extra-curricular activities can greatly influence their future goals or reflect areas that interest them. By interviewing adults using a hobby hotline survey, students can draw conclusions about middle school activities that might relate to that adult's hobby.

PROCEDURE:

1. Taking twenty minutes of one class period, tell the students that you are going to divide them into groups that will represent the following three areas: sports, community service clubs, and special interest clubs.
2. Pass out the survey and go over it with the entire class.
3. Allow and encourage students to ask questions about the survey. Tell the students that each member of the class will interview someone in their assigned group area and fill out the survey. This will be a homework assignment.
4. The following day (or later in the week) let the students organize into their groups and share each survey with the rest of the group.
5. Assign a responsible recorder or have the group select a group member to record. Tell the students to give the recorder conclusions based on the surveys. Emphasize how certain extra curricular activities could make a difference in their hobby.
6. Let each group share their conclusions with the class.

7. As a homework assignment, ask the students to list their interests and future goals and to select an extra curricular activity that might meet those goals.

OBSERVATION NOTES

Depending on the size of the class, the leader might want to assign two groups of four or more to each area.

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HOBBY HOTLINE SURVEY

______________________________ Hobby Hotline hobbyist.
(name)

List your hobby, special interest, or what you enjoy doing most.

____

1. How and when did you get started?

____
____
____

2. Did any school activity spark your interest or help you get started? If so, what?

____
____
____

3. Did someone teach you? Who?

____
____
____

4. What do you like the most about your hobby?

____
____
____

5. Approximately, how much time a week do you spend on your hobby?

____
____
____

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6. Where do you do your hobby?

____
____
____

7. Does it cost money? What do you need to buy?

____
____
____

8. Do you share it with your family? If so, how?

____
____
____

9. What career could your hobby lead to?

____
____
____

10. Who would you recommend this hobby to? Why?

____
____
____

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I KNOW HOW TO SELECT MIDDLE SCHOOL EXTRA CURRICULAR ACTIVITIES THAT WILL MEET MY INTERESTS AND FUTURE GOALS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 6 OR 7
MATERIALS: NONE

"BEYOND READING, RITING & RITHMATIC"

INTRODUCTION: Near the beginning of middle school, students would benefit from a thorough exposure to the extra-curricular activities of the school. The ones who will participate in these are more likely to become positive contributers to the school. Also doing this at the beginning, when everyone is new, will make it easier for the shyer ones to become involved. If they wait until later when everyone else has made social contacts, they are more likely to feel left behind.

PROCEDURE:

1. Explain the rationale in the above introduction to the class.
2. Make three columns on the board and title them; 1. "Interests", 2. "Activities", and 3. "Suggestions".
3. Begin by asking the class to contribute things they like to do or would like to do in their spare time. Give examples that will encourage them to think expansively (reading, sports, collecting, listening to music, going to movies, developing photographs, doodling, taking things apart, babysitting). Put these suggestions in the "Interest" column.
4. Next ask the group to help you in listing all of the extra curricular activities offered in your school. When they can think of no more, complete the list yourself with anything that has been left out. List these in the "Activity" column.
5. Number each of the activities. Then ask the group to come to consensus on which activities would be appropriate for each of the interests in column one. Put these numbers in

parenthesis in front of each activity. Some interests may have more than one number and some may have no number.

6. Identify each of the interests with no numbers alphabetically as A, B, C.
7. Ask the class to imagine a club or activity that might be created for each of the interests identified in step six. List these (with the appropriate letter A, B, C) in the third column. There may be a few interest for which there will be no suggestions.
8. Explain that if a number of students would be interested in a suggested activity not presently available, the way to begin to get this in the school is to approach various staff members who might be willing to help.

OBSERVATION NOTES

Try during this activity to maintain an attitude of positiveness and acceptance for all suggestions offered. Also present this with the attitude that almost anything is possible at this school and that the students have a part in making their school what it is and will be.

Area III- Category O- Competency- 55

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I UNDERSTAND HOW COMPLETING HIGH SCHOOL WILL BETTER PREPARE ME FOR THE JOB MARKET.
TIME: 3 SESSIONS-50 MINUTES EACH (NOT ON CONSECUTIVE DAYS)
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"CAREER FAIR"

INTRODUCTION: Middle level students benefit from contact with adults who represent various careers and are willing to share their knowledge and expertise. This activity will give students the opportunity to design and plan their own career fair.

PROCEDURE:

SESSION 1:

1. Introduce this activity by explaining the definition of career fair. Emphasize the importance of inviting people who represent a variety of locally available careers of interest.
2. Divide the class into small groups. Request that each group create a list of at least three community workers they would like to invite to their career fair.
3. Gather the class together and make a collective list of possible participants in the career fair. Provide the class with career cluster job titles as a reference, along with a local telephone book. By consensus, direct the class to decide on the appropriate number of persons to invite. This should be done considering the time available, the number of students participating, and the physical location of the fair. If the activity will be done in a classroom, probably 4-6 participants would be sufficient.
4. Discuss with students the method for inviting the participants. Suggest that a letter be written and signed by the students. The students should be encouraged to create the content of the letter. If this is a large career fair, a form letter devised by the facilitator would be best.

5. Query students as to the type of information they would like to elicit from the career fair participants. Suggest that personal interests, schooling, training, likes and dislikes, pay range, and possibilities for advancement should be covered. These questions could be put into a form that each student would have to fill out as they interview the various participants during the fair.
6. Mail invitations and make arrangements for the fair. Use local business associations such as Chamber of Commerce, Kiwanis, Lions Club, and Rotary Club as resources if needed.

SESSION II:

1. Confirm career fair participants and remind them to bring resource material if available. Students might be assigned the task of calling participants and making the reminders.
2. During the career fair activity, request that students complete interview forms for each participant with whom they speak. This may be done by setting up individual stations for each participant, or by an individual presentation to all the class by each participant. A question and answer format would be best if time allows. This will encourage students to ask questions not covered on the interview form.

SESSION III:

1. Process the career fair experience with students. Elicit responses to the following questions:

    a) What did you learn that most surprised you?
    b) Which of the careers are you most interested in? Why?
    c) What did participants say about schooling and preparation for their career?
    d) What relationship between personal interest and career choice did you discover in the participants? Give examples.
    e) What did participants say about the importance of a high school education?

2. Assign the task of writing and sending thank-you notes to the participants.
3. Encourage students to record representative examples of career interviews into a journal or class career file. Additional career information could be placed in this file.

OBSERVATION NOTES

Students who seem to lack motivation to explore their future in this activity would benefit from individual or small group assistance in understanding their values and making good decisions about their future.

Area III- Category O- Competency 56

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY:	I UNDERSTAND HOW COMPLETING HIGH SCHOOL WILL BETTER PREPARE ME TO CONTINUE MY EDUCATION (VOCATIONAL TECHNICAL EDUCATION, MILITARY, COLLEGE).
TIME:	TWO- 50 MINUTE SESSIONS
GROUP SIZE:	CLASS GRADE LEVEL: 6-9
MATERIALS:	INDEX CARDS, HANDOUTS - "CAREER CHOICES" AND "EVALUATION"

"WHAT DOES THE FUTURE HOLD?"

INTRODUCTION: Choosing a career will be one of the students' most important decisions. Students will need to familiarize themselves with the different types of jobs that are available and with the training that is involved for each individual job.

PROCEDURE:
SESSION 1:

1. Define "Career" and write it on the board. (Career - a profession for which one trains and which is undertaken as a permanent calling.) Ask students if they have ever thought about what kind of career they want. Stimulate a discussion about training for jobs.
2. Hand out the "Career Choices" Survey. Inform the students to think carefully about their choices. Allow ten minutes.
3. Direct students to take their first career choice and write ten questions they have about the career on index cards. Encourage students to direct their questions toward training for the career.
4. The leader will need to contact training specialists to speak to the group. Suggestions would be:

    a) University and Junior College
    b) Branch of the Armed Services who would be willing to speak of the Armed Services in general.

c) Technical School Specialist who can speak about technical schools in general.

The leader will need to collect the questions to share with the training specialists before the next session. The training specialists may use this knowledge to prepare specific information about a career for the students. Encourage specialists to bring pamphlets.

SESSION II:

1. The leader will need to mark on the students' surveys what options they have for training in their career. Example: Engineer - college
   Nurse - 4 year college, 2 year college

   In this way a student will know if they need to speak with more than one training specialist. *Training specialist is being defined as the representatives from University, Junior College, Technical Training Centers and the Military.

2. Set up training specialists in separate areas of the room. Let this be an informal session with the training specialists answering students' questions. After fifteen minutes, encourage the students to visit with another representative if they would like.
3. Pass out evaluations and ask students to turn them in.

OBSERVATION NOTES

Students who have no clear cut ideas on a career may need individual sessions in order to develop interests and abilities.

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CAREER CHOICES

Directions: Number your top three career choices.

Health
Doctor
Medical Technician
Practical Nurse
Audiologist
Veterinarian
Physical Therapist
Dental Hygenist
Dentist

Communication & Media
Journalist
Television Producer
Technical Writer
Graphic Artist
Camera Person
Announcer (Radio/T.V.)

Marketing & Distribution
Market Researcher
Mail/Stockroom Clerk
Salesperson
Retail Store Manager
Statistical Typist
Newspaper Circulation Manager

Business & Office
Accountant
Computer Programmer
Bank Teller
Receptionist
Bookkeeper
Insurance Underwriter

Construction
Carpenter
Surveyor
Pipefitter
Stonemason
Draftsman
Architectural Engineer

Public Service
Teacher
Lawyer
Armed Forces
Fire Fighter
F. B. I. Agent
Census Clerk

Hospitality & Recreation
Restaurant Manager
Recreation Specialist
Hotel Manager
Professional Athlete
Chef

Personal Services
Tailor
Waiter/Waitress
Travel Guide
Cosmetologist
Marriage Counselor
Hairstylist

Fine Arts & Humanities
Clothing Designer
Historian
Actor
Cartoonist
Playright
Singer

Sciences
Astronomer
Chemist
Biologist
Physicist
Psychologist
Oceanographer

Transportation
Airplane Pilot
Cab Driver
Air Traffic Controller
Merchant Marine
Truck Driver
Steward/Stewardess

Natural Resources & Environment
Urban Planner
Forest Ranger
Geologist
Sociologist
Soil Conservationist
Environmental Engineer

Manufacturing
Tool Designer
Millwright
Electrical Engineer
Machinist
Foreman
Metal Worker

Consumer Education & Home Economics
Homemaker
Dietician
Credit Manager
Home Economist
Nutritionist
Consumer Affairs Manager

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EVALUATION

1. Do you feel it was helpful to speak with the training specialist?

2. What things did you learn about your career choices?

3. Are you still interested in your career choices?

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I KNOW THE CLASSES OFFERED BY MY AREA VOCATIONAL TECHNICAL SCHOOL.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: VOCATIONAL TECHNICAL SCHOOL SCHEDULE

"OPTIONS"

INTRODUCTION: All students should be given the option of attending a vocational/technical school in addition to thinking about high school and colleges. This lesson is designed to have students identify classes and areas they are interested in, given the option of attending a vocational technical school.

PROCEDURE:

1. Using a schedule of classes from an area vocational/technical school, write the career categories for each class on the board, listing the classes under the categories. For example:

Health related skills:	Auto mechanics:	Restaurant skills:	Business skills:
Nutrition	Engine repair	Restaurant cooking	Typing
Nursing	Auto repair	Baking	Personal relations

2. Lead a discussion about each of these career categories to the courses offered at the vocational/technical school. Which category and classes would capture your interest? Why?
3. Next, on the board, write down various jobs each student would be able to pursue after taking these courses. Again, write these job possibilities down under each of the career categories. For example:

Health related skills:	Auto mechanics:	Restaurant skills:	Business skills:
Nurse assistant	Auto mechanic	Cook/chef	Secretary
Medical technician	Gas station attendant	Waiter/waitress	Computer clerk

4. Brainstorm additional jobs students may be trained for after attending a vocational/technical school. Use the "Help Wanted Ads" in the newspaper to identify various types of employment students would be able to pursue after attending a vocational/technical school.

OBSERVATION NOTES

Observe the student's choices when doing this lesson. Talk to those students individually if you feel they would be good candidates for a vocational/technical program.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: PLANNING FOR SCHOOL AND BEYOND

COMPETENCY: I KNOW THE CLASSES OFFERED BY MY AREA VOCATIONAL TECHNICAL SCHOOL.
TIME: 5 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 6-9
MATERIALS: NONE

"LEARNING ABOUT VOCATIONAL TRAINING"

INTRODUCTION: Students need to understand the meaning of "vocational education" and what it has to offer them. The State of Missouri has developed an outstanding vocational education program available through a network of Area Vocational Technical Schools throughout the state. Some Area Vocational Schools are campuses attached to comprehensive high schools. Some Area Vocational Schools are "free standing" buildings centrally situated for other school districts to send students to a vocational center. That is why the schools are called "Area" Vocational Schools. Some training areas are part of a Special School District with several vocational centers with different curricular programs available to many sending local system available to the students in the school.

Vocational Programs are curricular offerings that develop a particular skill or trade that is meant to lead directly into entry-level employment. In a sense all training programs eventually lead to the world of work. Even students who select "vocationals" requiring years of college level training need to see that they are being "vocationally" trained with skills to perform a career.

Many students are only familiar with "getting a job" and have not grasped the idea of "career paths," or "vocational goals." The understanding of this concept is the main purpose of this unit. Students need to make "career" decisions and must be taught what this term means. The grasping of this concept is often hindered by the successful experiences students have in securing part-time and summer employment. Fast food operations, quick shops, and other miscellaneous employment possibilities are so prompt in hiring students that students often do not see the need to "plan" for a career or learn the pre-employment skills necessary to secure a full-time career position.

On the other hand, the teacher may have students who believe they have their career goals already decided and would find the sequential lessons planned in this unit uninteresting or unrelated to their needs. The teacher may want to do some screening of participants for this series of lessons. The teacher should be careful in assuming that students indicating they have made career decisions have made them by balancing their interests with their academic ability and achievement. Few students have realistic goals at this age. Few career markets can present an accurate, long-term picture of employment demand for a specific career beyond a two year span of time. Therefore, professional assistance in screening students from these exercises may be needed. Personnel from your local Area Vocational Technical School such as vocational resource educators (VRE's) are available for professional consultation. Also, check the resource of personnel within the school district for assistance in screening.

PROCEDURE:

Once screening has been completed, the following SEQUENCED CLASSES are prepared to assist students in learning more about the offerings of their local Area Vocational Technical School.

Class Session One: The teacher should make contact with the counselor or admissions officer at the local Area Vocational Center and extend an invitation to be a guest speaker. Ask the speaker to bring copies of the catalog and other brochure or pamphlet material for the students to review. Ask the speaker to describe the various programs available and talk about how and when a student can become admitted to one of the programs. Some schools may have a slide tape or video presentation available for recruiting purposes that would show students in training in many of the vocational programs offered. Ask the speaker if this media material is available. The teacher may want to ask the speaker if a student from the vocational school could accompany the speaker and talk for a few minutes about how they decided on their career and what it was like being in their particular training program.

Class Session Two: At the beginning of the period, give the students 10 or 15 minutes to review the catalog and other materials that were made available at the first session. The teacher may want to prepare a review handout for the students. The handout could be a listing of all the vocational program offerings at the vocational center with a one or two sentence description of each. An example of this type of handout might be:

1. Heating and Air Conditioning Program: Students learn how to install and repair heating and air conditioning systems for home and business use. This training includes learning how to build venting systems for both new and remodeling applications. Students become proficient in repairing compressors, blowers, and motors used by the major heating and air conditioning manufacturers.

Place the students into groups of three or four and invite them to discuss the various careers that seem of interest to each of them. Allow approximately 15 minutes for group discussion. Make sure that each student is given time in the group to share career interest with the group. Attach a large sheet of butcher paper to the blackboard. Upon completion of the group discussion, invite each student to come to the paper and write their name and career program interests on the paper beside their name.

Class Session Three: The teacher should make arrangements with the Area Vocational Technical School for a field trip to the facility. Vocational centers are usually receptive to having perspective students tour the school. The teacher may want to have a general tour of the facilities followed by arrangements made for each student to spend a little time in their "first choice" program area. Sometimes students enrolled in the program area are selected to help touring students obtain some "hands-on" time with the safe equipment or basic tools of the trade. The teacher will want to ask the vocational center what possibilities are available for touring students with career interests in certain program offerings.

Class Session Four: A variety of activities could be used in this session. The major theme of the class period is "FOLLOW-UP AND REVIEW". Students could be asked to write a short paper about their experiences at the vocational center. Students could use career resource materials provided by the teacher and write a short paper on the different types of jobs a person could have after completing training in a specific vocational program. Students could perhaps give speeches to the class about their experiences in the vocational center. For extra credit, a teacher might ask if students wanted to interview a person working at a job in a trade area of their interest. There are many different ways to review the experiences associated with the information learned about vocational education. The teacher will have numerous ideas that provide follow-up and summary of the suggested activities.

OBSERVATION NOTES

Observe the students' reactions to the information provided. Those who exhibit strong interests in vocational training should be contacted during registration periods.

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Guidance Competencies and Academic Learner Outcomes

(Key Skills/Core Competencies)

Guidance Competencies and Academic Learner Outcomes

One way to access the classroom is to show relationships between **guidance competencies** and academic learner outcomes expressed as **key skills/core competencies**. The State of Missouri has developed a list of academic learner outcomes for grades 2 through 10 in language arts/reading/English, mathematics, science, and social studies/civics. A committee of elementary, middle/junior high school, and senior high school counselors reviewed these academic learner outcomes and generated the following list of related guidance competencies and academic learner outcomes for grades 2 through 10. **Guidance competencies** are listed on the left side of each page. Identified, related academic learner outcomes, expressed as **key skills/core competencies**, appear directly across on the right side of each page. Please remember that this list is only a beginning; it does not include all of the possibilities for guidance and academic departmental collaboration.

Grade 2

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning & Exploration Category A—Exploring Careers **Competency 2** I know about good work habits.	**Language Arts/Reading** **Item G, Competency 10** The learner will prepare legible, attractive copy of written products to share with others and read written work aloud to special audiences.
Area I-Career Planning &Exploration Category A-Exploring Careers **Competencies 2,4** I know about good work habits. I know people need to work together.	**Language Arts/Reading** **Item K, Competency 1** The learner will participate in conversations and discussions by listening without interrupting and volunteering information when appropriate.
Area I-Career Planning & Exploration Category A-Exploring Careers **Competency 4** I know people need to work together.	**Social Studies** **Item J, Competency 1** The learner will exhibit cooperation, compromise and responsible behavior in decision-making discussions.
Area I-Career Planning & Exploration Category A-Exploring Careers **Competency 4** I know people need to work together.	**Social Studies** **Item J, Competency 2** The learner will participate constructively in decision-making discussions.
Area I-Career Planning & Exploration Category N-Learning how to use Leisure Time **Competencies 31,32** I know about different hobbies, sports and activities that I can do in my spare time. I know what I like to do for fun.	**Language Arts/Reading** **Item E, Competency 2** The learner will select and read a variety of materials independently.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self & Others **Category B-Understanding and Accepting Myself** **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item K, Competency 2** The learner will use gestures, volume, tone of voice and inflections to clarify meaning of oral messages.
Area II-Knowledge of Self & Others **Category B-Understanding and Accepting Myself** **Competency 6** I understand and can identify a wide variety of feelings (happy, sad, and mad).	**Social Studies** **Item S, Competency 1** The learner will identify basic emotions (joy, sadness, fear, loneliness, anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations.
Area II-Knowledge of Self & Others **Category F-Making Decisions** **Competencies 13-15** I know that I can make choices. I know how to come up with many possible choices to settle a problem. I know how to look at my decisions and change bad ones.	**Social Studies** **Item J, Competency 1** The learner will exhibit cooperation, compromise and responsible behavior in decision-making discussions.
Area II-Knowledge of Self & Others **Category F-Making Decisions** **Competencies 13-15** I know that I can make choices. I know how to come up with many possible choices to settle a problem. I know how to look at my decisions and change bad ones.	**Social Studies** **Item J, Competency 2** The learner will participate constructively in decision-making discussions.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category H-Understanding & Getting Along with Others** **Competency 18** I understand that all people are not alike.	**Language Arts/Reading** **Item C, Competency 5** The learner will compare and contrast story characters.
Area II-Knowledge of Self & Others **Category K,-Knowing How Drugs & Alcohol Affect Me and My Friends** **Competency 26** I know how to say "NO" to people who try to get me to use drugs and alcohol.	**Language Arts/Reading** **Item H, Competency 2** The learner will evaluate orally presented messages for speaker's purpose and fact or fantasy.
Area II-Knowledge of Self &Others **Category K-Knowing How Drugs & Alcohol Affect Me and My Friends** **Competency 25** I know what drugs are and what they can do to people.	**Science** **Item D, Competency 8** The learner will describe the short and long term effects on the human body of smoking, alcohol and controlled substances.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 22** I know how to listen.	**Language Arts/Reading** **Item H, Competencies 1,2** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker and keeping hands and feet quiet. The learner will evaluate orally presented messages for speaker's purpose and fact or fantasy.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 23** I know how to ask questions.	**Language Arts/Reading** **Item I, Competencies 1, 3** The learner will speak loudly and distinctly enough to be heard by audience (whether one person or group). The learner will use acceptable language patterns and demonstrate an expanded vocabulary in classroom conversation and discussion.

Grade 3

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Exploring Careers **Competency 4** I know people need to work together.	**Social Studies** **Item J, Competencies 1, 2** The learner will participate constructively in decision-making discussions (pay attention, keep comments relevant to the issue, be sensitive to what others say, etc.).
Area I-Career Planning and Exploration Category N-Learning How To Use Leisure Time **Competencies 31,32** I know about different hobbies, sports, and activities that I can do in my spare time. I know what I like to do for fun.	**Language Arts/Reading** **Item E, Competency 2** The learner will develop habits of reading a wide variety of literary selections (both fiction and nonfiction) independently.
Area II-Knowledge of Self and Others Category B-Understanding and Acceptable Myself **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item K, Competency 2** The learner will use gestures, volume, tone of voice and inflections to clarify meaning of oral messages.
Area II-Knowledge of Self and Others Category F-Making Decisions **Competencies 13 - 15** I know that I can make choices. I know how to come up with many possible choices to settle a problem. I know how to look at my decisions and change bad ones.	**Social Studies** **Item J, Competencies 1, 2** The learner will participate constructively in decision-making discussions (pay attention, keep comments relevant to the issue, be sensitive to what others say, etc.)

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category K-Knowing How Drugs and Alcohol Affect Me and My Friends** **Competency 26** I know how to say "NO" to people who try to get me to use drugs and alcohol.	**Language Arts/Reading** **Item H, Competency 2** The learner will evaluate orally presented messages for speaker's purpose fact or fantasy.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 22** I know how to listen.	**Language Arts/Reading** **Item H, Competencies 1, 2** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking appropriate questions for clarifications or additional information and incorporating new words into oral vocabulary. The learner will evaluate orally presented messages for speaker's purpose, fact or fantasy, mood or tone. **Item J, Competency 2** The learner will give or follow oral directions of three or more steps clearly and sequentially. **Item K, Competency 1** The learner will participate in conversations and discussions by listening without interrupting, and volunteering information when appropriate.
Area III-Educational and Vocational Development **Category J-Improving Study And Basic Learning Skills** **Competency 23** I know how to ask questions.	**Language Arts/Reading** **Item I, Competencies 1, 3** The learner will speak loudly and distinctly enough to be heard by audience (whether one person or group). The learner will use acceptable language patterns and demonstrate an expanded vocabulary in classroom conversation and discussion.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 24** I know how to start and finish my work well.	**Language Arts/Reading** **Item J, Competency 2** The learner will give or follow directions of three or more steps clearly and sequentially.

Grade 4

Guidance Competencies	**Key Skill Core Competencies**
Area I-Career Planning and Exploration **Category A-Exploring Careers** **Competency 3** I know some reasons why people work.	**Social Studies** **Item T, Competencies 1, 2** The learner will indicate how various human needs are met by family, other people and organizations in regions in studied. The learner will compare how human needs are met in various cultures studied in class.
Area I-Career Planning and Exploration **Category N-Learning How To Use Leisure Time** **Competency 36** I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.	**Language Arts/Reading** **Item E, Competency 2** The learner will choose reading when given alternatives during leisure time.
Area II-Knowledge of Self and Others **Category B-Understanding And Accepting Myself** **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item J, Competency 3** The learner will state and explain personal points of view.
Area II-Knowledge of Self and Others **Category B-Understanding And Accepting Myself** **Competency 6** I understand how to deal with a wide variety of feelings (happiness, sadness, and anger).	**Social Studies** **Item S, Competency 1** The learner will identify basic emotions (joy, sadness, fear, loneliness, anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations.

Guidance Competencies	Key Skill Core Competencies
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 29** I know how to do my best on tests.	**Language Arts/Reading** **Item D, Competency 5** The learner will demonstrate effective test-taking strategies.

Grade 5

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Exploring Careers **Competency 3** I know some reasons why people work.	**Social Studies** **Item T, Competency 1** The learner will indicate how various human needs are met by family, local community and national groups and institutions in the United States.
Area I-Career Planning and Exploration Category N-Learning How To Use Leisure Time **Competency 36** I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.	**Language Arts/Reading** **Item E, Competency 2** The learner will choose reading when given alternatives during leisure time.
Area II-Knowledge of Self and Others Category B-Understanding And Accepting Myself **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item J, Competency 3** The learner will state and explain personal points of view.
Area II-Knowledge of Self and Others Category B-Understanding And Accepting Myself **Competency 6** I understand how to deal with a wide variety of feelings (happiness, sadness, and anger).	**Social Studies** **Item S, Competency 1** The learner will identify in given cases conditions leading to changes in an individual's emotions and the likely consequences.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs And Alcohol Affect Me And My Friends, **Competency 30** I know what alcohol and drugs do to a person's body and mind.	**Science** **Item D, Competency 3** The learner will communicate the short- and long-term effects of smoking, alcohol and controlled substances on the human body.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category P-Learning About Family Responsibilities** **Competency 40** I know how to get along with my parents, step-parents, or guardians.	**Social Studies** **Item I, Competency 1** The learner will compare rights and responsibilities of adults with those of children.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 29** I know how to do my best on tests.	**Language Arts/Reading** **Item D, Competency 5** The learner will demonstrate effective test-taking strategies. **Item J, Competency 2** The learner will recall specific information by relating main idea, sequence of events, details, etc., and synthesize related and unrelated concepts to reach conclusions.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 26,27** I know how to organize my class and home work materials. I can take good notes.	**Language Arts/Reading** **Item D, Competency 3** The learner will organize material for own use by simple note taking and outlining.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 25** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.

Grade 6

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates To Classes And Jobs **Competency 15** I know that all classes and jobs are acceptable for females and males.	**Social Studies** **Item S, Competencies 4, 5** The learner will differentiate between roles that are achieved and roles that are assigned. The learner will identify potential problems that may arise when an individual's role expectations are in conflict.
Area II-Knowledge of Self and Others Category B-Understanding and Accepting Myself **Competency 7** I can state my own ideas.	**Language Arts/Reading** **Item J, Competency 3** The learner will state and justify personal points of view. **Item K, Competency 3** The learner will participate effectively in large- and small-group discussion and decision making: take turns speaking; ask well-formulated, relevant questions; engage in effective rebuttal; make statements clearly and effectively; cite specific facts, details and opinions.
Area II-Knowledge of Self and Others Category F-Making Decisions **Competencies 21-26** I know how to identify the real problem when I'm worried or upset. I know how to come up with many possible solutions to a problem. I know what is important to me so I can set goals. I know how to make good decisions.	**Language Arts/Reading** **Item K, Competency 3** The learner will participate effectively in large- and small-group discussion and decision making: take turns speaking; ask well-formulated, relevant questions; engage in effective rebuttal; make statements clearly and effectively; cite specific facts, details and opinions.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
I know how to evaluate my decisions and change bad ones. I know how to accept responsibility for my decisions.	
Area II-Knowledge of Self and Others Category F-Making Decisions **Competencies 22-26** I know how to come up with many possible solutions to a problem. I know what is important to me so I can set goals. I know how to make good decisions. I know how to evaluate my decisions and change bad ones. I know how to accept responsibility for my decisions.	**Social Studies** **Item M, Competency 2** The learner will use a rational decision-making process when making or analyzing simple personal economic decisions. This process includes: (a) defining the problem with identification of goals in conflict; (b) listing alternatives; (c) stating and rating criteria; (d) evaluating alternatives; and (e) making a decision with awareness of the trade-offs.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competencies 27-32** I understand my friends and classmates. I know effective ways of communicating feeling and thoughts. I know how to be a good friend. I know how to get along with both boys and girls. I respect other people even though they may be different. I can talk to someone when I need to.	**Language Arts/Reading** **Item K, Competencies 1-4** The learner will use verbal and nonverbal communication techniques to convey and clarify messages: pauses, gestures, facial expressions, tone of voice, rate of speech, eye contact and voice inflections. The learner will indicate response to feedback from listeners by giving additional clarification, speaking more loudly or softly or slowing rate of speech. The learner will participate effectively in large- and small-group discussion and decision making: take turns speaking; ask well-formulated, relevant questions; engage in effective rebuttal; make statements clearly and effectively; cite specific facts, details and opinions.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will give examples of verbal and nonverbal cues that conflict with or detract from orally presented messages.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others	**Language Arts/Reading**
	Item H, Competency 1
Competency 28 I know effective ways of communicating and thoughts.	The learner will demonstrate attentions and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/ /or additional information.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others	**Language Arts/Reading**
	Item G, Competency 1
Competency 27 I understand my friends and classmates.	The learner will explore ideas orally with partners or in groups.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others	**Social Studies**
	Item J, Competency 1
Competencies 27-31 I understand my friends and classmates. I know how to be a good friend. I know how to get along with both boys and girls. I respect other people even though they may be different.	The learner will identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgement until important facts are known, and accept decisions of the group once a final decision has been made.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others	**Social Studies**
	Item S, Competency 1
Competency 28 I know effective ways of communicating feelings and thoughts.	The learner will identify in given cases conditions leading to changes in an individual's emotions and the likely consequences.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 30** I know how to get along with both boys and girls.	**Social Studies** **Item S, Competency 3** The learner will identify different roles or positions an individual may assume (parent, student, friend, worker, citizen, adults, etc.) and the expected behavior usually attached to each role.
Area II-Knowledge of Self and Others **Category K-Knowing How Drugs and Alcohol Affect Me and My Friends** **Competency 40** I know what the school, police, and courts do to students who do drugs and alcohol	**Language Arts/Reading** **Item I, Competency 1** The learner will relate experiences - real, imaginary and vicarious- in sequential order through spoken or dramatic form.
Area II-Knowledge of Self and Others **Category K-Knowing How Drugs and Alcohol Affect Me and My Friends** **Competency 39** I know what drugs and alcohol do to my body and mind.	**Science** **Item D, Competency 5** The learner will identify and construct a chart depicting the uses of Missouri's major minerals.
Area II-Knowledge of Self and Others **Category K-Knowing How Drugs and Alcohol Affect Me and My Friends** **Competency 40** I know what the school, police, and courts do to students who do drugs and alcohol.	**Social Studies** **Item J, Competency 2** The learner will identify groups or individuals with authority to bring about changes in the school and community.
Area II-Knowledge of Self and Others **Category P-Learning About Family Responsibilities** **Competency 59** I know how to get along with my brother, sister, step-brother, or step-sister.	**Language Arts/Reading** **Item J, Competency 3** The learner will state and justify personal points of view.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 61, 62** I know some things that cause problems in families (moving, divorce, death, or unemployment). I know how to find help when my family has problems.	**Language Arts/Reading** **Item C, Competency 4** The learner will identify and explain cause-effect relationships.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 58-62** I know how to get along with my parents, step-parents or guardians. I know how to get along with my brother, sister, step-brother, or step-sister. I know how to help with family responsibilities. I know some things that cause problems in families (moving, divorce, death, or unemployment). I know how to find help when my family has problems.	**Language Arts/Reading** **Item I, Competency 4** The learner will suggest or portray characters in puppetry, choral reading, oral interpretation, classroom drama and storytelling.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competency 61** I know some things that cause problems in families (moving, divorce, death, or unemployment).	**Social Studies** **Item S, Competency 1** The learner will identify in given cases conditions leading to changes in an individual's emotions and the likely consequences.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category-J Improving Study and Learning Skills** **Competency 34** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 34, 36** I know how to listen and ask questions in class. I can take good notes.	**Language Arts/Reading** **Item B, Competency 1** The learner will use contextual clues and/or dictionary to determine meanings of new words and the appropriate meaning or words with multiple meanings.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 33-38** I know how to organize my time. I know how to listen and ask questions in class. I know how to organize my class and homework materials. I can take good notes. I know how to start and finish my assignment well. I know how to do well on tests.	**Language Arts/Reading** **Item D, Competencies 1-7** The learner will select and use appropriate reference sources to obtain information: dictionary, encyclopedia, directories, atlas, almanac, library card catalog, newspapers, textbooks and trade books. The learner will interpret and apply information found in maps, charts, graphs, time lines, diagrams, tables, schedules, etc. The learner will organize material for own use and presentations using simple notetaking and outlining. The learner will demonstrate effective test-taking strategies. The learner will check validity of sources by comparing information from more than one source (copyright date, etc.) The learner will follow multi-step directions. The learner will use appropriate techniques for independent study: adjust reading rate to purpose

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	and difficulty of material; skim and scan when appropriate; preview selections, chapters, books and computer software.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 33-38** I know how to organize my time. I know how to listen and ask questions in class. I know how to organize my class and homework materials. I can take good notes. I know how to start and finish my assignment well. I know how to do well on tests.	**Language Arts/Reading** **Item G, Competencies 1-9** The learner will explore ideas orally with partners or in groups. The learner will gather and process information for composing: determine audience; limit topic; take notes from sources read, from oral presentations or from conducted interviews. The learner will produce various forms of writing: journals, stories, original poems, autobiographical and biographical pieces, plays, news stories, editorials, directions to complete a product or reach a destination, social notes, persuasive letters, commercials, advertisements and simple reports. The learner will revise compositions to reflect peer suggestions. The learner will edit writing for spelling. The learner will edit writing for capitalization: names and titles of persons, geographic names and adjective derivatives, main words in title of works and sections of the country. The learner will edit writing for punctuation: end punctuation, quotation marks, commas, apostrophes, indentation, and underlining or quoting titles in context. The learner will edit written work for correct usage: irregular verb forms, subject-verb agreement, confused pairs (its - it's, are -our, who's-whose, here-hear), double negatives and correct pronoun forms. The learner will prepare legible, attractive copy of written products to share with others, and read written work aloud to special audiences.

Grade 7

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self & Others Category B-Understanding and Accepting Myself **Competency 11** I understand the physical, social, and emotional changes of growing up.	**Science** **Item E, Competency 6** The learner will infer the effects on physical and emotional development caused by hormonal changes during puberty.
Area II-Knowledge of Self & Others Category F-Making Decisions **Competency 24** I know how to make good decisions.	**Social Studies** **Item I, Competency 2** The learner will distinguish between rights and responsibilities of adults and those of juveniles.
Area II-Knowledge of Self & Others Category H-Understanding and Getting Along With Others **Competency 31** I respect other people even though they may be different	**Language Arts/Reading** **Item H, Competencies 2 , 5** The learner will suspend judgment until speaker has finished speaking. The learner will identify and appreciate the contribution of regional and ethnic speech in enrichment of language.
Area II-Knowledge of Self & Others Category H-Understanding and Getting Along With Others **Competency 31** I respect other people even though they may be different.	**Social Studies** **Item T, Competency 1** The learner will describe the impact of family, religion, government, education, media, the arts, business and other institutions on U.S. culture and other cultures studied.
Area II-Knowledge of Self & Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 39** I know what drugs and alcohol do to my body and mind.	**Science** **Item F, Competencies 7, 8** The learner will predict health effect of continued, long-term use of tobacco, alcohol, and controlled substances.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will predict several ways the human immune system would respond to foreign materials.
Area II-Knowledge of Self & Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 40** I know what the school, police, and courts do to students who do drugs and alcohol.	**Social Studies** **Item I, Competency 3** The learner will predict likely consequences when citizens do not carry out responsibilities in specific cases.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 35, 37** I know how to organize my class and homework materials. I know how to start and finish my assignment well.	**Language Arts/Reading** **Item D, Competency 4** The learner will develop structures for organizing personal study materials (paper, writing implements, folders, etc.)
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 36** I can take good notes.	**Language Arts/Reading** **Item D, Competency 3** The learner will organize note through outlining or clustering.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 38** I know how to do well on tests.	**Language Arts/Reading** **Item D, Competency 7** The learner will use effective test-taking strategies.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 33** I know how to organize my time.	**Language Arts/Reading** **Item J, Competency 2** The learner will follow or give multi-step directions clearly and sequentially.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 34** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker, asking questions for clarification and/or additional information.
Area III-Educational and Vocational Development **Category E-Preparation for Finding Jobs** **Competency 20** I know job interview skills.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information.

Grade 8

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competency 1** I know how to explore careers in which I may be interested.	**Language Arts/Reading** **Item F, Competency 2** The learner will use library resources to gather information.
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competency 4** I understand the importance of making plans for the future (jobs, vocational technical education, employment and training programs, college, and military).	**Social Studies** **Item N, Competency 3** The learner will describe why businesses or nations strive to increase productivity in specific cases.
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competencies 3, 4** I understand how to prepare for careers in which I may be interested. I understand the importance of making plans for the future (jobs, vocational technical education, employment and training programs, college, and military).	**Social Studies** **Item S, Competencies 3, 4** The learner will identify role experiences of various positions in government, the work place, school and home. The learner will identify consequences of fulfilling or failing to fulfill role expectations.
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competencies 1, 3** I know how to explore careers in which I may be interested. I understand how to prepare for careers in which I may be interested.	**Social Studies** **Item V, Competency 2** The learner will identify resources in the library that may be used to investigate given topics related to history or geography: card catalogs, Readers' Guide, encyclopedias, atlases, periodicals, fiction and nonfiction books.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning & Exploration Category N-Learning How To Use Leisure Time **Competency 48** I know about different hobbies, sports, and activities in which I could get involved.	**Language Arts/Reading** **Item G, Competency 1** The learner will brainstorm and use free writing to generate ideas.
Area I-Career Planning & Exploration Category N-Learning How To Use Leisure Time **Competency 49** I know how to find out which leisure activities are best for me.	**Language Arts/Reading** **Item F, Competency 2** The learner will use library resources to gather information.
Area II-Knowledge of Self and Others Category B-Understanding and Accepting Self **Competency 7** I can state my own ideas.	**Language Arts/Reading** **Item J, Competency 4** The learner will brainstorm and use free writing to generate ideas.
Area II-Knowledge of Self and Others Category B-Understanding and Accepting Self **Competency 5** I understand what is important to me (my value).	**Language Arts/Reading** **Item K, Competency 3** The learner will listen and respond to news broadcasts, editorials, speeches, political appeals, etc., for a variety of purposes: pleasure and enjoyment; directions; intelligent consumer judgments; effective citizenship.
Area II-Knowledge of Self and Others Category F-Making Decisions **Competency 22** I know how to come up with many possible solutions to a problem.	**Language Arts/Reading** **Item G, Competency 1** The learner will brainstorm and use free writing to generate ideas.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 27** I understand my friends and classmates.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 29** I know how to be a good friend.	**Language Arts/Reading** **Item H, Competency 2** The learner will suspend judgment until speaker has finished speaking.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 31** I respect other people even though they may be different.	**Language Arts/Reading** **Item H, Competency 5** The learner identify and appreciate the contribution of regional and ethnic speech in enrichment of language.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 28** I know effective ways of communicating feeling and thoughts.	**Language Arts/Reading** **Item K, Competency 1** The learner will use congruent nonverbal cues to emphasize meaning of own message.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 31** I respect other people even though they may be different.	**Social Studies** **Item S, U, Competencies 4, 1** The learner will describe how role expectations of various positions (parent, student, president, etc.) differ, depending on the culture.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will illustrate how people from various cultural backgrounds have developed beliefs, practices and value priorities that sometimes vary profoundly.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others	**Social Studies**
	Item J, Competencies 1, 3, 4
Competencies 27-32	The learner will describe how negotiation, mediation and arbitration are used to resolve conflicts.
I understand my friends and classmates.	
I know effective ways of communicating feeling and thoughts.	The learner will identify and use constructive strategies to resolve problems: listen carefully and receptively to ideas of others; ask for clarification and elaboration of others' ideas; state the nature of disagreements; seek areas of agreement; participate in the discussion in ways consistent with parliamentary procedures, etc.
I know how to be a good griend.	
I know how to get along with both boys and girls.	
I respect other people even though they may be different.	The learner will work effectively with others in discussions and in making and carrying out decisions.
I can talk to someone when I need to.	
Area II-Knowledge of Self and Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends	**Social Studies**
	Item S, Competencies 1-4
Competencies 39-44	The learner will identify role expectations of various positions in government, the workplace, school and home.
I know what drugs and alcohol do to my body and mind.	
I know what the school, police, and courts do to students who do drugs and alcohol.	The learner will identify consequences of fulfilling or failing to fulfill role expectations.
I know how to help a friend who has a problem with drugs and alcohol.	The learner will analyze cases in which the role expectations of an individual are in conflict. (Tell what the problem is, the role expectations that are in conflict and the consequences that could follow, depending on how the problem is handled.)
I know where to get help for myself when other people try to get me to use drugs or alcohol.	
I know how the use of drugs and alcohol may affect my relationship with others.	The learner will describe how role expectations of various positions (parent, student, president, etc.) differ, depending on the culture.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 58, 59** I know how to get along with my parents, step-parents or guardians. I know how to get along with my brother, sister, step-brother, or step-sister.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 58, 59** I know how to get along with my parents, step-parents or guardians. I know how to get along with my brother, sister, step-brother, or step-sister.	**Language Arts/Reading** **Item H, Competency 2** The learner will suspend judgment until speaker has finished speaking.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competency 58** I know how to get along with my parents, step-parents or guardians.	**Language Arts/Reading** **Item K, Competency 1** The learner will use congruent nonverbal cues to emphasize meaning of own message.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competency 61** I know some things that cause problems in families (moving, divorce, death, or unemployment.	**Language Arts/Reading** **Item B, Competency 4** The learner will translate slang expressions into standard English.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category P-Learning About Family Responsibilities** **Competency 60** I know how to help with family responsibilities.	**Social Studies** **Item J, Competency 4** The learner will work effectively with others in discussions and in making and carrying out decisions. **Item S, Competency 1** The learner will identify role expectations of various positions in government, the workplace, school and home.
Area II-Knowledge of Self and Others **Category P-Learning About Family Responsibilities** **Competency 62** I know how to find help when my family has problems.	**Social Studies** **Item S, Competency 3** The learner will analyze cases in which the role expectations of an individual are in conflict. (Tell what the problem is, the role expectations that are in conflict and the consequences that could follow, depending on how the problem is handled.)
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 34** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competencies 1-6** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information. The learner will suspend judgment until speaker has finished speaking. The learner will identify speaker's purpose, point of view and method of appealing to an audience (exaggeration, prejudice, propaganda techniques, emotion, humor, etc.) The learner will gather and process information for writing from oral presentations.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will identify and appreciate the contribution of regional and ethnic speech in enrichment of language. The learner will respond empathetically to oral performances and presentations of literature and drama.
Area III-Educational and Vocational Development **Category M-Learning From Friends And Others About High School** **Competency 47** I know what will be expected of me in high school.	**Language Arts/Reading** **Item D, Competency 4** The learner will use effective test-taking strategies.
Area III-Educational and Vocational Development **Category M-Learning From Friends And Others About High School** **Competencies 45-47** I understand the challenges students have in high school. I know where to go to get help when I have a problem concerning high school. I know what will be expected of me in high school.	**Language Arts/Reading** **Item J, Competency 1** The learner will will formulate questions that require answers beyond the literal level.
Area III-Educational and Vocational Development **Category O-Planning For School And Beyond** **Competencies 51, 52, 53, 55, 56** I understand high school credits and graduation requirements.	**Language Arts/Reading** **Item C, Competency 9** The learner will make inferences, predict outcomes, form generalizations and conclusions supported with facts.

GUIDANCE COMPETENCIES	**KEY SKILL CORE COMPETENCIES**
I know how to select high school courses that help meet my needs, interest and career goals. I know how academic skills such as math, reading, and science relate to my career goals. I understand how completing high school with better prepare me for the job market. I understand how completing high school will better prepare me to continue my education (vocational technical education, military and college).	
Area III-Educational and Vocational Development	**Language Arts/Reading**
Category E-Preparation For Finding Jobs	**Item I, Competencies 3, 4**
Competency 20 I know job interview skills.	The learner will use appropriate tone of voice, volume and pattern of speech for oral reading, storytelling or dramatizations. The learner will use conventional pronunciations for standard English in the classroom.

Grade 9

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Planning and Developing Careers **Competency 3** I know how to explore careers in a specific area in which I am interested.	**Language Arts/Reading** **Item F, Competency 3** The learner will use the library as a source of primary and secondary information.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competencies 17, 18** I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex.	**Language Arts/Reading** **Item K, Competency 3**
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competency 20** I understand how being male or female affects my career choices.	**Social Studies** **Item S, Competencies 1, 5** The learner will identify role expectations connected with various positions in the community, workplace, government, home and school. The learner will identify examples, causes and consequences of prejudice and discrimination.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competency 15**	**Social Studies** **Items S, Competency 1** The learner will identify role expectations connected with various positions in the

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
I know about jobs that are usually filled by the opposite sex but are available to both sexes.	community, workplace, government, home and school.
Area I-Career Planning and Exploration **Category D-Making Decisions About College** **Competencies 21, 24, 26, 27** I know about various colleges and what they offer. I know how to choose colleges that would help prepare me for a specific career. I know which majors would prepare me for specific careers and the future of those careers. I know how to obtain scholarship and financial aid information.	**Language Arts/Reading** **Item F, Competency 3** The learner will use the library as a source of primary and secondary information.
Area I-Career Planning and Exploration **Category D-Making Decisions About College** **Competencies 22, 24** I know how to pick a college. I know how to choose colleges that would help prepare me for a specific career.	**Language Arts/Reading** **Item H, Competencies 4, 6, 7** The learner will receive and evaluate material critically by making judgments about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism ,etc. The learner will compare and evaluate oral information using multiply sources. The learner will evaluate and use mass media as sources of information.
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along with Others** **Competency 48** I can understand others.	**Language Arts/Reading** **Item H, Competency 3** The learner will identify a speaker's purpose method of appeal to an audience (humor , wit, emotions, propaganda techniques, pathos, etc.).

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along with Others **Competency 53** I respect other people whose views differ from mine.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. **Item I, Competency 2** The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along with Others **Competency 48** I can understand others.	**Social Studies** **Item S, Competency 2** The learner will identify factors that explain why people conform to or deviate from socially accepted behavior.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs And Alcohol Affect Me and My Friends **Competency 69** I know how to help a friend who has a problem with drugs or alcohol.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others Category P-Learning About Marriage and Family Responsibilities **Competency 97** I know about the kinds of decisions and difficulties I will face as a parent.	**Social Studies** **Item S, Competency 4** The learner will identify ways parents can help their children become competent, responsible, creative adults.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Basic Skills and Study/Learning Skills** **Competency 61** I know how to improve writing, speaking, listening, and math skills.	**Language Arts/Reading** **Item B, Competencies 4, 5** The learner will cite examples of cultural or ethnic dialect and explain how these enrich the passage. The learner will add to basic sight vocabulary from a variety of sources. **Item C, Competencies 1-12** The learner will state the them of a short story or novel, taking into account resolution of conflict, mood and setting. The learner will identify methods of characterization including physical description of character, what the character says, what other characters say about him/her and the character's thoughts and actions. The learner will detect plotting structures (flashback, foreshadowing, exposition, climax and resolution). The learner will cite examples of and explain irony, sarcasm, puns and metaphorical language. The learner will differentiate among prose (fiction-nonfiction), poetic and dramatic forms. The learner will identify the author's thesis, bias, and purpose; explain how these influence the selection. The learner will justify the inclusion of characters, scenes and details in a literary work; tell how these relate to the author's purpose. The learner will tell how a work of literature relates to its cultural and social context. The learner will identify and explain cause-effect relationships. The learner will identify main idea and supporting details.

The learner will make inferences and generalizations from specific details.

The learner will evaluate the effectiveness of examples and illustrations in contributing to meaning.

Item G, Competencies 1-11

The learner will use various prewriting strategies: research discussion, brainstorming, clustering and visual media.

The learner will write in a variety of modes of discourse (personal, expository, persuasive, narrative, descriptive) for a variety of audiences and purposes.

The learner will construct paragraphs using appropriate paragraphs patterns: topic sentences, illustrations, facts and figures, quotes, examples, comparisons and contrasts or definition.

The learner will revise sentences within paragraphs using the techniques of revision: add, delete, substitute, combine and rearrange.

The learner will share the paper with peer group and/or teacher for constructive suggestions; revise and present the paper for second content evaluation.

The learner will edit writing for correct spelling, standard usage and complete sentences.

The learner will edit capitalization guided by convention.

The learner will edit punctuation: quote within a quote, apostrophes, dashes, colons, semicolons, ellipses and parentheses.

The learner will expand vocabulary for writing; use vivid verbs and specific nouns.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will edit writing for subject-verb agreement, pronoun referents, sentence fragments, consistency of tense and point of view, appositions and smooth transitions. The learner will proofread and publish written work to share with special audiences. **Item H, Competencies 1-7** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. The learner will analyze qualities of a speaker's language and delivery: imagery, word choice, transitional devices and purposeful repetition. The learner will identify a speaker's purpose and method of appeal to an audience (humor, wit, emotion, propaganda techniques, pathos, etc.) The learner will receive and evaluate material critically by making judgements about validity, bias, speaker's qualifications. fact or opinion, fantasy or realism, etc. The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker. The learner will compare and evaluate oral information using multiple sources. The learner will evaluate and use mass media as sources of information. **Item J, Competencies 1-3** The learner will identify and remedy speech qualities (diction, rate, volume, pitch) that need self-improvement. The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will perform prose, poetry or drama effectively for various audiences.
	Item I, Competencies 1-5
	The learner will give or follow oral directions requiring periods of time between steps.
	The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material.
	The learner will present an impromptu talk on a familiar subject.
	The learner will prepare and present a speech: include introduction; use supporting details and conclusions; stay within time limits; present information relevant to the topic; use transitions between ideas effectively.
	The learner will take a position based on evidence and defend it using logical argument.
Area III-Educational and Vocational Development	**Language Arts/Reading**
Category J-Improving Study and Basic Learning Skills	**Item D, Competency 7**
Competency 63	The learner will apply effective test-taking strategies.
I know how to improve my test-taking skills.	**Item K, Competencies 1-5**
	The learner will identify points to be questioned in a formal presentation or in conversation and discussion.
	The learner will use content and nonverbal cues in evaluating effectiveness of a presentation.
	The learner will defend or modify a point of view when confronted with ideas of others.
	The learner will demonstrate effective interview skills.
	The learner will conduct an opinion poll.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 64** I know how to develop learning habits and skills that I can use throughout life.	**Language Arts/Reading** **Item E, Competencies 3, 4** The learner will recognize and appreciate the aesthetic and humanizing aspects of literature. The learner will select and share an increasing variety of materials (science fiction, fantasy, drama, lyric and narrative poetry, ethnic literature and works with foreign settings. **Item H, Competency 6** The learner will compare and evaluate oral information using multiple sources.
Area III-Educational and Vocational Development **Category E-Preparation For Finding Jobs** **Competency 31** I know what to do during a job interview.	**Language Arts/Reading** **Item K, Competency 4** The learner will demonstrate effective interview skills. **Item H, Competencies 1, 5** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker. **Item J, Competency 2** The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material.
Area III-Educational and Vocational Development **Category F-Making Decisions** **Competency 35** I can make decisions.	**Language Arts/Reading** **Item J, Competency 5** The learner will take a position based on evidence and defend it using logical argument.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category G-Learning Consumer and Homeowner Skills** **Competencies 41-46** I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.) I know about the kinds of daily expenses that I will face in life. I understand credit purchases and installment buying. I know how to budget, spend, and invest my money wisely. I have increased my knowledge about such items as cars, stereo systems, and appliances. I know and understand the necessary steps in renting or buying a home.	**Mathematics** **Item H, Competency 3** The learner will investigate problems involving personal finance.
Area III-Educational and Vocational Development **Category G-Learning Consumer and Homeowner Skills** **Competencies 41, 42** I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.) I know about the kinds of daily expenses that I will face in life.	**Language Arts/Reading** **Item O, Competency 3** The learner will identify costs and benefits for individuals and businesses of various government regulations dealing with health, safety, fairness and equity.

Grade 10

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Planning and Developing Careers **Competency 2** I know about possible careers and the world of work.	**Language Arts/Reading** **Item E, Competency 6** The learner will explore career opportunities from print and nonprint sources.
Area I-Career Planning and Exploration Category A-Planning and Developing Careers **Competency 3** I know how to explore careers in a specific area in which I am interested.	**Language Arts/Reading** **Item F, Competency 3** The learner will use the library as a source of primary and secondary information.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competencies 17, 18** I can handle adult disapproval, hostility, opposition if I have an interest in or choose a course usually taken by the opposite sex. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex.	**Language Arts/Reading** **Item K, Competency 3** The learner will defend or modify a point of view when confronted with ideas of others.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competencies 15,20** I know about jobs that are usually filled by the opposite sex but are available to both sexes.	**Social Studies** **Item S, Competency 1** The learner will identify role expectations connected with various positions in the workplace, government, home and school.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
I understand how being male or female affects my career choices.	
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competency 20** I understand how being male or female affects my career choices.	**Social Studies** **Item S, Competency 5** The learner will describe prejudice and discrimination, their causes and consequences.
Area I-Career Planning and Exploration Category D-Making Decisions About College **Competencies 22, 27** I know how to pick a college. I know how to obtain scholarship and financial aid information.	**Social Studies** **Item H, Competencies 4, 6, 7** The learner will receive and evaluate material critically by making judgments about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism, etc. The learner will compare and evaluate oral information using multiple sources. The learner will evaluate and use mass media as sources of information.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 53** I respect other people whose views differ from mine.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. **Item I, Competency 2** The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 48** I can understand others.	**Language Arts/Reading** **Item H, Competency 3** The learner will identify a speaker's purpose method of appeal to an audience (humor, wit, emotion, propaganda techniques, pathos, etc.)
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 48** I can understand others.	**Social Studies** **Items S, Competency 2** The learner will identify factors that explain why people conform to or deviate from socially accepted behavior. **Item U, Competencies 1, 2** The learner will explain major features of family structure, religion, politics, economics, technology and art forms in cultures studied. The learner will cite examples illustrating how people of different cultures have common fundamental needs but use different ways of meeting those needs.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 69** I know how to help a friend who has a problem with drugs or alcohol.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 67** I know the physical and mental effects of drugs and alcohol.	**Science** **Item B, Competency 3** The learner will classify the hazards and benefits of controlled substances such as stimulants, depressants, hallucinogens and narcotics.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category P-Learning About Marriage and Family Responsibilities** **Competency 97** I know about the kinds of decisions and difficulties I will face as a parent.	**Social Studies** **Item S, Competency 4** The learner will identify ways parents can help their children become competent, responsible, creative adults.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 61** I know how to improve writing, reading, speaking, listening, and math skills.	**Language Arts/Reading** **Item B, Competency 4** The learner will add to basic sight vocabulary from a variety of sources. **Item C, Competencies 1-14** The learner will state the them of short story or novel, taking into account resolution of conflict, mood and setting. The learner will identify the author's thesis, bias and purpose; explain how these influences the selection. The learner will compare chronology of events in works of literature with other happenings of the time. The learner will identify and explain cause-effect relationships. The learner will identify and describe attributes of characters in a short story, novel or drama. The learner will identify the main idea and supporting details. The learner will detect plotting structures (flashback, foreshadowing, etc.) The learner will use text to predict future events and outcomes. The learner will identify underlying assumptions of a passage by drawing valid conclusions.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
	The learner will differentiate among prose, poetic and dramatic forms. The learner will cite examples of and explain satire, irony, puns and figures of speech. The learner will compare and contrast styles of writing used in various reading selections. The learner will evaluate the effectiveness of examples and illustrations in contributing to meaning. The learner will make inferences, predict outcomes, form generalizations and conclusions and support with facts. **Item G, Competencies 1-10** The learner will construct and execute workable plans for producing various types of writing: personal, expository, narrative, and descriptive. The learner will construct paragraphs using appropriate patterns: topic sentences, illustrations, facts and figures, quotes, examples, comparisons and contrasts or definitions. The learner will revise sentences within paragraphs using the techniques of revision: add, delete, substitute, combine and rearrange. The learner will share the paper with the peer group and/or teacher for constructive suggestions; rewrite and present the paper for conceptual content evaluation. The learner will edit writing for correct spelling, complete sentences, variety of sentence structure and usage. The learner will edit capitalization guided by convention: lower case or capital letters consistent throughout writing (TV-tv, A.M. - a.m.); capitalization as rhetorical device for layout or effect; lower case for types of kinds (zinnia, king cobra); lower case for terms that have become generic (coke, kleenex).

The learner will edit punctuation: title within a title; titles with subtitles; dashes, colons, semicolons, ellipses, parentheses; quotations from poetry; incorporation of long and short quotes.

The learner will expand writing vocabulary.

The learner will edit writing for apposition, parallelism and smooth transitions.

The learner will produce attractive, legible written work to share with special audiences.

Item H, Competencies 1-7

The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.

The learner will analyze qualities of a speaker's language and delivery: imagery, word choice, transitional devices and purposeful repetition.

The learner will identify a speaker's purpose and method of appeal to an audience (humor, wit, emotion, propaganda techniques, pathos, etc.)

The learner will receive and evaluate material critically by making judgments about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism, etc.

The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker.

The learner will compare and evaluate oral information using multiple sources.

The learner will evaluate and use mass media as sources of information.

Item I, Competencies 1-3

The learner will identify and remedy speech qualities (diction, rate, volume, pitch) that need self-improvement.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
	The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.
	The learner will perform prose, poetry, or drama effectively for various audiences.
	The learner will give or follow oral directions requiring periods of time between steps.
	Item J, Competencies 1-5
	The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material.
	The learner will present an impromptu talk on a familiar subject.
	The learner will prepare and present a speech: include introduction; use supporting details and conclusions; stay within time limits; present information relevant to the topic; use transitions between ideas effectively.
	The learner will take a position based on evidence and defend it using logical argument.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills**	**Language Arts/Reading** **Item D, Competency 7**
Competency 63	The learner will apply effective test-taking strategies.
I know how to improve writing, reading, speaking, listening, and math skills.	**Item K, Competencies 1-5**
	The learner will identify points to be questioned in a formal presentation or in conversation and discussion.
	The learner will use content and nonverbal cues in evaluating effectiveness of a presentation.
	The learner will defend or modify a point of view when confronted with ideas of others.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
	The learner will demonstrate effective interview skills. The learner will conduct an opinion poll.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 64** I know how to develop learning habits and skills that I can use throughout life.	**Language Arts/Reading** **Item E, Competency 4** The learner will choose to read a library book during free time. **Item H, Competency 6** The learner will compare and evaluate oral information using multiple sources.
Area III-Educational and Vocational Development **Category E-Preparation For Finding Jobs** **Competency 31** I know what to do during a job interview.	**Language Arts/Reading** **Item K, Competency 4** The learner will demonstrate effective interview skills. **Item H, Competencies 1, 5** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker. **Item J, Competency 2** The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material.
Area III-Educational and Vocational Development **Category E-Preparation For Finding Jobs** **Competencies 31, 32**	**Language Arts/Reading** **Item G, Competency 10** The learner will produce attractive, legible written work to share with special audiences.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
I can complete application forms properly. I can develop a resume (personal information sheet for employers).	
Area III-Educational and Vocational Development **Category I-Finding Jobs** **Competencies 55-58, 60** I know what jobs are available locally. I know how to find part-time work or summer work. I know how to find a full-time job after graduation. I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs. I know the benefits, working conditions, and opportunities for advancement in jobs.	**Language Arts/Reading** **Item E, Competency 6** The learner will explore career opportunities from print and nonprint sources.
Area III-Educational and Vocational Development **Category F-Making Decisions** **Competency 35** I can make decisions.	**Language Arts/Reading** **Item J, Competency 5** The learner will take a position based on evidence and defend it using logical argument.
Area III-Educational and Vocational Development **Category F-Making Decisions** **Competencies 38, 40** I know how to get along in a changing world. I can come up with many possible solutions to a problem.	**Social Studies** **Item E, Competency 6** The learner will analyze contemporary problems in the light of their historical development and complexity, and propose solutions to them. Such problems include: population growth placing strains on essential resources, changing relationships among dominant and minority groups in the United States and in other cultures studied, pollution of various sorts, severe poverty in some places, and

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
	security of nations, including that of the United States and other nations in the nuclear age.
Area III-Educational and Vocational Development **Category F-Making Decisions** **Competency 35** I can make decisions.	**Social Studies** **Item L, Competency 4** The learner will ask appropriate questions the information needed to make decisions concerning social, political and economic issues.
Area III-Educational and Vocational Development **Category G-Learning Consumer and** **Competencies 43, 46** I understand credit purchases and installment buying. I know and understand the necessary steps in renting or buying a home.	**Mathematics** **Item H, Competency 1** The learner will solve banking problems involving compound interest.
Area III-Educational and Vocational Development **Category G-Learning Consumer and** **Competencies 42, 44** I know about the kinds of daily expenses that I will face in life. I know how to budget, spend, and invest my money wisely.	**Mathematics** **Item H, Competency 5** The learner will prepare a personal budget given appropriate information.
Area III-Educational and Vocational Development **Category G-Learning Consumer and** **Competency 41** I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.)	**Social Studies** **Item I, Competency 4** The learner will indicate how rights and responsibilities of citizens change with age and position (drive of vehicle, spouse, parent, employee, party to contract, voter, etc.).

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 22** I know how to listen.	**Language Arts/Reading** **Item J, Competency 2** The learner will give or follow oral directions of three or more steps clearly and sequentially. **Item K, Competency 1** The learner will participate in conversations and discussions by listening without interrupting and volunteering information when appropriate.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 24** I know how to start and finish my work well.	**Language Arts/Reading** **Item J, Competency 2** The learner will give or follow oral directions of three or more steps clearly and sequentially.
Area III-Educational and Vocational Development **Category M-Learning From Friends in And Others About School** **Competency 30** I know what will be expected of me in my school.	**Social Studies** **Item S, Competency 2** The learner will indicate how children learn (a) skills used daily, (b) attitudes toward experiences in daily life and (c) ways of behaving in various settings.